

The Seppo game and its perceived effects on motivation in EFL teaching

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<p>Tämä tutkielma käsittelee oppimispelien tekemiseen tarkoitettua Seppo-alustaa ja sen soveltuvuutta englanninopetukseen. Tutkimuksessa pyritään selvittämään, kuinka Seppo-pelin pelaaminen englannintunnilla vaikuttaa suomalaisten seitsemäsluokkalaisten käsitykseen heidän motivaatiotasostaan englannin opiskelua kohtaan. Lisäksi tutkielmassa selvitetään millaisia mahdollisuuksia ja ongelmia englanninopettajat näkevät kieltenopetuksen pelillistämässä sekä erityisesti Seppo-pelin käytössä englannin opetuksessa.</p> <p>Tutkimuksen teoriaosuudessa käsitellään motivaation ja pelillistämisen käsitteitä sekä niiden merkityksiä opetuksen kannalta. Lisäksi teoria-osaudessa käsitellään opetuksen digitalisaatiota ja digitaalisten pelien roolia kieltenoppimisessa.</p> <p>Tutkimuksen tulokset pohjautuvat aineistoon, joka koostuu 84 oppilaan kyselylomakevastauksista sekä kolmesta puolistrukturoidusta opettajahaastattelusta. Oppilaat täyttivät kyselylomakkeen pelattuaan englannintunnilla peliä, joka suunniteltiin käyttäen Seppo-pelialustaa. Kerätyn aineiston analysoinnissa käytetään sekä määrällisiä että laadullisia tutkimusmenetelmiä.</p> <p>Tutkimusaineiston perusteella Seppo-pelialusta soveltuu pelien suunnitteluun englannin opetusta varten. Pelialusta on helppokäyttöinen ja luovat tehtävät antavat oppilaille mahdollisuuden monipuoliseen kielenkäytön harjoitteluun. Tätä tutkimusta varten suunnitellun Seppo-pelin pelaaminen ei oppilaiden vastausten mukaan kuitenkaan johtanut merkittävään nousuun heidän motivaatiossaan englannin opiskelua kohtaan. Oppilaiden vastauksista käy lisäksi ilmi, että heidän motivaatiotasonsa englannin opiskelua kohtaan on jo lähtökohtaisesti hyvin korkea.</p> <p>Englanninopettajien asenteet Seppo-peliä sekä yleisesti kieltenopetuksen pelillistämistä kohtaan ovat suurimmaksi osaksi positiivisia. Tutkimuksessa haastateltujen opettajien mukaan opetuksessa tulisi kuitenkin käyttää vaihtelevia opetusmenetelmiä. Opetuksessa käytettyjen pelien pitäisi olla teemoiltaan ja sisällöltään relevantteja oppilaille asetettujen oppimistavoitteiden kannalta.</p>		
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1. Introduction.....	1
2. Theoretical background	3
2.1. Gamification	3
2.1.1. Digital tools in foreign language teaching.....	4
2.1.2. Gamification of L2 learning-teaching process.....	9
2.1.3. Seppo.....	11
2.2. Motivation.....	12
2.2.1. Flow	16
3. Materials and methods	19
3.1. Participants and test materials.....	19
3.2. Research questions.....	20
3.3. Game design.....	20
3.3.1. Rules	21
3.3.2. A story.....	22
3.3.3. Goals and objectives	22
3.3.4. Outcome and feedback.....	24
4. Presentation and discussion of results	25
4.1. How does the Seppo game affect the perceived motivation of students?.....	25
4.2. Which aspects of the Seppo game bring about these changes in the perceived levels of motivation?	27
4.3. Instagram post, weather forecast and radio commercial.....	31
4.4. Games and students' free time.....	31
4.5. Students' motivation to study English.....	32
4.6. Teacher perceptions on Seppo and gamification in EFL instruction.....	34
4.6.1. Do you use the Seppo game in your classes? Why or why not?.....	35
4.6.2. What kind of opportunities and challenges do you see in the use of the Seppo game or in the gamification of L2 teaching in general?	37
4.6.3. When do you think would be the best moment to use the Seppo game in L2 instruction?.....	39
4.6.4. Did you observe an increase or a decrease in the students' levels of motivation when playing Seppo?.....	40
4.6.5. What kinds of learners seem to benefit most from the gamification of teaching?	43
4.6.6. Other remarks by the teachers.....	44
5. Theoretical and pedagogical implications	46
5.1. Seppo - a step towards TELL.....	46
5.2. Motivation and gamification.....	47
5.3. Motivation and competition.....	48
5.4. Gamification and flow	48
5.5. Games, free time and gender	49
5.7. When, how, and how much?.....	51
5.8. Limitations of the present study.....	52
5.9. Further research	54
6. Summary and final conclusions.....	56
7. References.....	59

Abbreviations

EFL	English as a foreign language
L2	Second language
SLA	Second language acquisition

List of figures

Figure 1: The screen view of “The Ultimate English Race 2.0.” Source: imagebank.visitfinland.com.....	21
Figure 2: Instagram post picture. Source: imagebank.visitfinland.com.	23
Figure 3. The students' perceived level of motivation	27

1. Introduction

The purpose of this study is to explore how gamification affects the perceived motivation of Finnish 7th graders in an EFL learning environment. In this study I have used a definition of gamification by Kapp: “a careful and considered application of game thinking to solving problems and encouraging learning using the elements of games that are appropriate” (Kapp: 2012, p. 15-16). Seppo, an online game platform designed for educational purposes, is used in the present study as a representative example of gamification. In addition to exploring how the game would affect the students’ perceived level of motivation, another goal for this study was to test the game in L2 instruction and see how the platform could be applied for L2 instruction in practice. Furthermore, this study investigates the teachers’ views on using digital games in the L2 classroom. The students that participated in this study filled up a questionnaire that served the purpose of finding out how the students perceived their level of motivation to be. The teachers’ attitudes towards gamification and Seppo specifically were discussed in teacher interviews. Both quantitative and qualitative research methods are used to draw conclusions from the gathered research material. The research questions were the following:

1. How does Seppo affect the perceived motivation of students?
2. Which aspects of Seppo bring about these changes in the perceived levels of motivation?
3. How do teachers view gamification and its possibilities in L2 instruction?

Motivation is a crucial factor in all learning, and language learning is no exception (Lightbown & Spada: 2006, p. 63-65). Learning takes effort, and is essentially hard (Prensky: 2007, p. 100). In the contexts of training and education, one of the important functions of the teachers is to motivate the students (Prensky: 2007, p. 100). The dominant L2 learning theories, however, encourage the teachers to move away from a teacher-centered way of teaching and use methods that give the learners a more active part in the learning process instead (See Lightbown & Spada: 2006). An image of the teacher as a facilitator of teaching materials and a guide on the sidelines is gaining ground over the image of a lecturer to whom the students are mainly receivers of information. This means that the teacher can not be the only motivator in the classroom, and the teaching methods themselves should be motivating. Since motivation is a crucial factor in the language learning process, and gamification has the potential to increase

student motivation, it seemed justified to critically evaluate the motivating effect of Seppo in EFL instruction.

Gamification was chosen as the subject for critical investigation because the use of gamification, both in general and in L2 teaching specifically, is encouraged by the *Finnish National Core Curriculum for Basic Education 2014* (Finnish Board of Education: 2016, p. 22 & p. 238). While using games for educational purposes has a long history, digital games are a relatively new development in the field of education. In addition, today's learners spend a lot of time playing digital games, and it would be interesting to know into which degree this motivational effect of games could be harnessed to serve educational purposes. Given that modern learners are increasingly attracted by games during their free time, it can be assumed that also educational games have potential to bring about engagement in and motivation. Moreover, playing games does bring about learning, whether it is intentional or unintentional. There is a reason to believe that gamification has got much pedagogical potential, especially what it comes to student motivation and engagement. However, designing digital games of high quality a form of art, and requires some effort from the educational professionals involved. The process of gamification and the different components required to make it successful are also discussed in this study.

In the following chapter (2.), the concepts of gamification and and motivation are introduced and their relevancy for the present study is explained. In chapter 3, the materials and methods that have been used to gather data are discussed in detail. The results of the study are presented in chapter 4, along with analysis of the findings. Finally, the theoretical and pedagogical implications of the research results are discussed in chapter 5. In addition, the limitations of the present study are discussed in chapter 5.

2. Theoretical background

2.1. Gamification

“The power of games, that produces motivation and engagement, is that they allow students to play, which is a natural form of human activity that gives us enjoyment and pleasure” (Blake: 2013, p. 174).

‘Gamification’ means using game elements in non-gaming systems to improve user experience and user engagement, loyalty and fun (Richer, Raban and Rafaeli: 2015 p. 21). Gamification aims to create a sense of playfulness in non-game environments so that participation becomes enjoyable and desirable. Richer, Raban and Rafaeli (2015) state that more research is needed to understand how gamification works and whether it succeeds to promote user motivation (p. 37). Since the *Finnish National Core Curriculum for Basic Education 2014* also encourages the use of gamification in teaching, it seemed relevant to try it in practice (Finnish National Board of Education: 2016, p. 238). While using games in the classroom is nothing new, digital games are a fairly recent development in education and therefore a valid subject for critical investigation (Reinders: 2012, p. 1; Reinhard and Sykes: 2012, p. 43).

Using games in teaching can make instruction more student centered, as the students are no longer passive recipients of a lecture delivered by a teacher, but take an active role in the learning-teaching process and have an opportunity to exercise more control over their own learning (Reinders: 2012, p. 2). Kapp (2012) argues that gamification of teaching is a way out of the lecture based teaching method in which the students are overwhelmed by texts, PowerPoints and multiple choice questions that mainly require memorization of facts. Content that can be rather boring in a lecture format can be turned into engaging classroom activities through gamification. Kapp (2012) discusses the benefits of gamification with caution: if applied to every single learning event, gamification will quickly become trivialized and non-impactful. Therefore, Kapp (2012) proposes a slightly different definition for gamification, to be compared with the one used by Richer, Raban and Rafaeli introduced earlier in this section: “a careful and considered application of game thinking to solving problems and encouraging learning using the elements that are appropriate” (p. 15-16).

Most games have a reward-system of some kind. Common rewards seen in games are points and badges. Players receive points according to how well they perform in the game, and a scoreboard can be added to increase the sense of competition between the players (Nicholson: 2015). One example of badges are grades, a prominent form of summative assessment of learning in education systems all around the world. With badges, players can publicly show their successes and achievements in a game and thereby receive social recognition from their peers (Nicholson: 2015). Reward based gamification systems are relatively easy to design: the instructor decides on the desirable behaviours and rewards the players for these behaviours by assigning points. Reward based gamification systems often create an immediate spike in user engagement, but this can be relatively short-lived, and the participants will usually expect an increase in the rewards if their performance in the game increases (Nicholson: 2015). However, when the goal of the game designer is to create change the player's behaviour in the long term, using a reward based form of gamification is unattractive. As shown by Deci and Ryan (2004) there is a risk that a reward system undermines an individual's motivation to take part in an activity for the enjoyment provided by the activity by itself, without extrinsic rewards. When it is desirable that gamification would promote long-term change (e.g. educational settings) it is necessary to design a game that builds intrinsic motivation (Nicholson: 2015), a concept that will be further explored in section 2.2. of this literary review. To build intrinsic motivation, game designers can create systems within the game that, instead of giving rewards or on top of it, help users find other reasons for engaging with the activities (Nicholson: 2015).

The term 'gamification' entails several aspects and components, and its potential has not only been recognized in the field of education but also for more specific training programs and business contexts. However, for this research it is particularly relevant what gamification can do in terms of increasing motivation and engagement. Because Seppo is a digital game, the next section of the present study (2.1.1.) will discuss digital tools in foreign language teaching. In the following section (2.1.2.), gamification is discussed more specifically in the light of L2 teaching.

2.1.1. Digital tools in foreign language teaching

Blake (2013) defines 'technology' for the purposes of L2 research as follows: "technology is a series of electronically placed platforms and tools that support many language learning activities, from the most mechanical drill-and-kill exercises to fully communicative real-time

conversations” (p.15). Digital tools then fall under the umbrella term of technology and, more specifically, include the programs, websites and online resources that can be used in L2 instruction. In their 2013 publication, Walker and White suggested that technology is still seen as something that is different from ordinary teaching and learning. This is less and less true in Finnish classrooms in 2019. Studies in educational use of information and communication technologies is now an obligatory part of teacher education in Finland and the language professionals not using technology in their work have become the exception. *The Finnish National Core Curriculum for Basic Education 2014* encourages the use of technology in the classroom, and acquiring adequate ICT skills during the basic education years is one of the learning objectives set by the curriculum (Finnish National Board of Education: 2016, p. 24). Especially in upper-secondary schools, much of the teaching material and now exists only in e-form. The importance of having good ICT skills is widely recognized by most everyone and having those skills can be a major asset on the job market. Competence in information and communication technology is also one of the transversal competence areas listed in the *The Finnish National Core Curriculum for Basic Education 2014* (Finnish National Board of Education: 2016, p. 24).

For language teaching specifically, technology has created many opportunities. Authentic materials for quality input are easily accessible on the internet with no cost. Efficiently used digital tools can play a major role in enhancing students contact with the target language and thereby assist second language acquisition (Blake: 2013, p. 2). This can be seen as diminishing the teachers’ pressure as the sole provides of target-language input and a step towards a more student-centered classroom, when the students are empowered to take control of their own learning and, to some degree, choose materials that they find particularly interesting (Blake: 2013, p. 113).

When used right and with good reason in the classroom, digital tools can provide students with meaningful experiences using the target language. However, technology is not a new methodology by itself, but only a set of tools that can be used to apply the methodologies of L2 acquisition (Blake: 2013, p. 9). This means that using digital tools in L2 instruction for the sake of using technology is not desirable, but the use of technology should always be justified and informed by a particular teaching method and learning objectives. To be able to decide which tool to use and for what purpose, teachers should have sufficient knowledge of the theoretical background of L2 acquisition (Blake: 2013, p. 15).

In his book, Blake considers the interactionist approach to SLA particularly impactful in the modern L2 classrooms. The interactionist theory holds that interaction and negotiation of meaning play a central role in second language acquisition, and that sufficient amount of comprehensible input is required for language learning to take place. In addition, students should have an opportunity to interact with other speakers and work together to reach comprehension (Lightbown & Spada: 2006, p. 43-44). The interaction hypothesis suggests that rather than modifying language input so that it matches the learners' competence in advance, the learners should be given the chance to do the modifying themselves by interacting with others using the L2 (Lightbown & Spada: 2006). Blake (2013) mentions that using digital tools in the classroom, such as online-chats or video calls, offer opportunities to develop tasks where the students get the chance to interact with other learners or even native speakers of the language. This is an example of that the teachers should have sufficient knowledge of the different theories of SLA in order to be able to use technology in a meaningful way.

Technological changes in the classrooms all over the world have been taking place at a quick pace and that has caused some anxiety among the teachers and curriculum writers, producing negative connotations what it comes to using technology in the classroom (Blake: 2013, p. 14). Also, for the interactionists, technology might be the antithesis of what learning a second language should be all about: interacting with real people in the target language (Blake: 2013, p. 21). Language teachers have even feared that they will be replaced by technology, but that seems unlikely. Although it is true that digital tools for language learning can be effective and inexpensive, the computer is still unable to give formative, individual feedback to learners and to assess their skills. Blake (2013) predicts that the rise of online learning channels will actually lead to that in-class language courses become even more appreciated than before.

The technological revolution of the L2 classrooms started with the audiolingual method and the language lab in the 1960s. The audiolingual approach to SLA is informed by behaviourist theory and structural linguistics. The methods of instruction that conform to this approach relies on habit formation through drilling and memorization of sentence patterns in isolation of meaningful contexts (Lightbown: 2006). The type of technology that was developed to serve the teaching methods informed by this approach is called computer-assisted language instruction or CAI, in short (Blake: 2013, p. 49). The mainframe programs were linear in nature and similar to exercises typically found in language workbooks. The use of the audiolingual

method produced an impressive selection of drill-and-kill computer language activities dealing with vocabulary, grammar and translations (Blake 2013: p. 49-50). The types of questions, tasks, responses, and feedback provided by CAI systems tend to be closed, restricted to whatever is programmed into the system (Walker & White: 2013, p. 2). Even though more interactionist and communicative approaches have taken over after the bloom of the audiolingual approach, the drilling exercises still have their place in the L2 classroom and they are widely used in and liked by both the students and instructors (Blake: 2013, p. 50; Walker & White: 2013 p. 2).

More interactive platforms emerged during the 1980's. New applications organized multimedia materials, information and activities nonlinearly, breaking with the CAI tradition of linear mold (Blake: 2013, p. 51). This new generation of computer programs has later been referred to as CALL (computer assisted language learning). During this period, new teaching methods were informed by the communicative approach, having fluency as the principal objective of L2 instruction instead of accuracy, which was heavily emphasized by the audiolingual approach. Educators could at this time utilize more interactive digital tools in the classroom because of the quick advances in technology. For example, the Athena Language Learning Project (ALLP) initiated by a group of researchers at Massachusetts Institute of Technology produced laserdisc simulations of high quality as early as 1989. PCs were the main digital tools used to participate in these the simulations that were based on meaning and authentic materials and provided multiple protagonists, multiple plots, knowledge-based choices, surprises, multimedia presentations, and motivation to complete the tasks (Blake: 2013, p. 51). Despite the pioneering research, the application of these simulations remained problematic within the limits of the resources available for an average language teacher and required a great deal of investment for digital tools. However, the the interest towards CALL and especially the new authoring tools was steadily increasing and encouraged further research.

As we entered the 21st century, the new teaching methods were increasingly informed by the view of language as a sociocognitive system that can be developed in social interaction. Focus shifted from fluency to agency, and multimedia and the internet became increasingly accessible tools for language teachers (Blake 2013: p. 54). This last phase of what Blake (2013) calls 'the three stages of CALL' has been labeled as 'integrative CALL' (iCALL) that uses a database to track learners' responses and, ultimately, provides feedback with commonly asked questions and mistakes. iCALL has developed with the advances in artificial intelligence, and the degree

of feedback that a program is able to provide is closely connected to the degree of interactivity that the program features. Blake's view of iCALL relies on a model developed by Warschauer and Kern in 2000 (Walker and White: 2013). Bax (2003) has proposed a different view, stating that in order to reach the 'integrative' (or what he rather calls 'integrated') phase of CALL technology must become a fully normalized in L2 classrooms and 'CALL' not a relevant concept anymore because technology has become an inseparable part of L2 instruction (Walker & White: 2013, p. 2). Clearly conforming to Bax's view, Walker and White propose a movement away from CALL (computer assisted language learning) to TELL (technology enhanced language learning) in their book *Technology Enhanced Language Learning: Connecting Theory and Practice* (2013). In TELL, technology is seen as a part of the environment in which language exists and is learned, rather than as assisting language learning (Walker & White: 2013, p. 9). According to Walker and White (2013), this stage had not been reached yet at the time of the publication of their book, and many teachers still feel that they would need more training in using digital tools in the classroom.

As shown above, the role of technology varies depending on the SLA approach. The possibilities of technology expand continuously and educational reform and teacher training cannot sustainably keep up with it. A lot depends on individual teachers and their willingness to learn about the new technologies independently, and to try new things in their instruction without prejudice. Using technology in ways which are based on teaching methods informed by SLA theories can significantly support language learning and enable the learners to become more independent, collaborative and engaged (Walker & White: 2013, p. 13). Thanks to the advances in teaching technology, teachers do not need to be genius programmers or encoders to be able to use digital tools in their teaching. New authoring tools make it easy for teachers to create learning environments on the net by using ready-made platforms. Authoring tools can be used to create many kinds of interactive exercises that are reusable and do not need to be stored in a physical form (Walker & White: 2013, p. 3). Authoring tools combine several templates and functions into a seamless development package with advanced multimedia capabilities. The Seppo game, the authoring tool that is the focus of the research of the present study, is an example of this type of digital tool.

2.1.2. Gamification of L2 learning-teaching process

“There is plenty of room for joy, playfulness, and creativity in language learning” (Finnish National Board of Education: 2016, p. 135)

Blake (2013) argues that “games embody sound pedagogical practices that should normally be at the heart of the communicative and student-centered classroom” (p. 164). Furthermore, Blake considers games as an effective tool to increase student engagement with L2 instruction. Coming back to the interactionalist approach, games can make the use of the L2 meaningful and stimulate authentic situations where the target language is used. These situations foster agency, and empower the students to take responsibility of their own learning by carrying out tasks that are meaningful (Blake: 2013, p. 166). Games offer a structure for play, providing instructions, clear goals and rules that the players must follow (Blake: 2013, p. 165). According to Prensky (2007) goals give the players motivation, while rules give structure to the activity. Within a game, L2 learners have an opportunity to experiment and make mistakes with no risk for serious consequences (Blake: 2013 p. 166). As with using any other digital tools in the classroom, teachers should apply their knowledge of the different SLA approaches and teaching methods to determine how and when gamification should be used in instruction (Kapp: 2012, p. 14).

Digital games have become an important part of the daily lives of people all around the world, and this has led to a growing interest in gaming and its potential pedagogical potential in L2 teaching (Piirainen-Marsh & Tainio: 2009). Pedagogies that are used more and more in L2 classrooms, such as phenomena- or task-based learning, authentic forms of interactional collaboration and community-based and situated learning can be implemented through the use of games (Reinders: 2012, p. 2). For L2 learning specifically, games encourage the use of the target-language in an environment where it is safe to make mistakes and fail, while the context can still seem meaningful to the students (Reinders & Wattana: 2012; Blake: 2013). Furthermore, the interactionalist approach holds that collaborative interactions are important for SLA, and games allow the students to work in groups and interact with other learners to achieve a common goal (Blake: 2013, p. 77).

Research has confirmed that games that are played in non-educational settings do advance second language acquisition, as well as many other skills (Piirainen-Marsh & Tainio: 2009;

Reinhardt & Sykes: 2012). Taking this into consideration, Reinhard and Sykes (2012) argue that research on game-based learning should be informed by game-enhanced learning and the other way around. With game-enhanced learning, they refer to learning that takes place when playing vernacular games such as *Wow* and *Final Fantasy*. In game-enhanced learning, the learning that takes place can be either intentional or unintentional. Game-based learning, on the other hand, refers to the use of games and game-inclusive synthetic immersive environments that are intentionally designed for L2 instruction by game designers and language professionals (Reinhardt & Sykes: 2012, p. 39).

Furthermore, Reinhard and Sykes (2012) predict that in the future, many actors will develop learning-game platforms and products that are intended to be used both as curricular supplements and more comprehensive learning environments. Reinhard and Sykes (2012) point out the importance of that both researchers and practitioners take part in the critical evaluation of these games, and keep in mind that the principles of L2 instruction, rather than market demands, should guide the design of educational games. Ideally, in a game-informed curriculum L2 instruction would provide the students with plenty of opportunities for meaningful output in the target language, as well as exposure for authentic L2 input of high quality and a safe environment to test their skills in a meaningful environment. All this should then be followed by sufficient reflection, before any high-stakes assessment (Reinhardt & Sykes: 2012).

Using games in L2 teaching requires more than turning content that would otherwise be boring to a more engaging format by gamification. Merely adding badges and points to an exercise can result in a short-lived peak the learner's motivation, but it is not enough to engage students in the long term. In addition, not all language learning games are appropriate for the foreign language curriculum just because they appear to be fun (Blake: 2013, p. 164). Hence, the way that the game is designed is of great importance when the goal of the game is to promote learner engagement and motivation.

Different authoring systems offer different opportunities for game design in terms of what kinds of exercises they allow the game designer to create. A task within a game can be, for example, a multiple choice question, which requires the learner to have memorized the answer. One example of this would be an educational game called *Kahoot!*. *Kahoot!* is an online platform that allows the game designers to create multiple choice quizzes for a group of players who can

participate in the game using mobile devices. Players will be granted points for their answers which will be visible on a scoreboard that is usually reflected on a bigger screen that all players can see. In L2 teaching, Kahoot! can be used to test the students' knowledge of vocabulary and grammatical forms. It also provides assessment, competition and social recognition for the winners. Even games like Kahoot! can promote engagement and motivation, but this is likely to be short-lived, because the game does not allow the students to apply their knowledge or skills very much. While remembering facts is important, many recent approaches to pedagogy emphasize that the students should be offered with opportunities to apply the newly acquired knowledge.

2.1.3. Seppo

Today, multiple authoring tools allow teachers to create high-quality materials quickly and efficiently, and without need for help from professional programmers (Blake: 2013, p. 61). Kahoot!, the online game introduced above is one example of an authoring tool that is easy to use and therefore an attractive alternative for more traditional teaching tools. The Seppo game is another good example, as the teacher does not need to be a genius programmer to create learning environments for L2 learning that are engaging and fun. The apparent advantages of the game are that it gives the students an opportunity to use their ICT-skills, work collaboratively and stay physically active simultaneously. The game platform is not free of cost and the schools that want to use it have to pay for the license. For the present study, the license was granted for free by the Seppo company.

Seppo is an online platform for creating learning games for all types of learners at all levels of schooling. It is not specifically designed for L2 instruction, and one of the ulterior motives of this study was to see how the game would work in a L2 classroom. Teachers can create games for their students by using the Seppo online program, and the students can participate in the game by using their computers or mobile devices. The game is played through a web browser, so no applications or additional programs need to be downloaded to start playing. The game works just like a scavenger hunt: the participants of the game must seek the objects on a list or to complete tasks given by the game organizer. The idea itself is not new, but the online platform for the game is. Teachers can design the game using the Seppo design tool, creating tasks that require the students to respond by sending text, audio, photo or video via the platform. All this is made possible by digital tools and the Seppo program. The game can be used virtually for

any school subject and in other than educational context as well, but here the game is evaluated in the light of L2 teaching.

The game can be played individually, each student having their own device, but it is recommended that the game be played in groups because group work is one of the aspects of the game that make it enjoyable. However, for some purposes, it could be justifiable to play individually. In case the participants play in teams, only one device is needed per group. To begin the game, each group must enter a pin code for the specific game that their instructor has designed (the teacher needs to provide the players with this code), along with a name for the group and the names of the members of the group. Once the group has signed in to the game, the teacher will see the group's name on their screen, and a map of for the game will open on the students' screen. If the students are instructed to share their location with their devices and a live map is used as the playing area, the teacher can see the location of the students. Using a live map is only one option, and the background image in which the tasks appear for the students could be any picture that the game designer wants to use: a blueprint of the school, for example. In this case the tasks were marked by pink, round spots on the background image and by clicking them the students will see the instructions for the task.

By designing specific kinds of tasks or bringing materials to the specific locations, the teacher can ensure that the players get some physical exercise on the way, outdoors or indoors. However, the tasks need not be tied to the locations in any way and the game can also be played inside the classroom. Once a task has been completed, the teacher will see the submission instantly. Depending on the complexity of assessment and the number of players/teams, the teacher can grade the task and give feedback to the group right away, via the program. The teacher can even require a new submission in a case the task was completed incorrectly. In addition, the program includes a live-chat that the teacher can use to communicate with the students, or the other way around. The teacher assesses the tasks of each group and the team that scores the highest wins the game. The teams' scores will show up on a scoreboard, and extra competition and excitement can be added by giving extra points to the group that completes the tasks the fastest.

2.2. Motivation

Motivation is the reason behind an individual's actions. Motivation has been studied in many fields of science and several theories have been suggested to explain motivation (Dörnyei:

1998). To engage in an activity and to make an effort to complete the activity, an individual needs motivation, which can be either extrinsic or intrinsic (Richter, Raban and Rafaeli: 2015). It has been hypothesized that using digital games in teaching could be especially beneficial to those students who are not motivated and underachieve in school on a regular basis because they are not encouraged by the formal educational environment (Thomas: 2012, p. 20).

Motivation is well illustrated by Maslow's hierarchy of needs. Our basic human needs for food, water, rest and safety, are the motivation behind eating and resting, for example. Psychological needs, which include the need for relationships, love and feelings of accomplishment, are the motivation behind making an effort to belong to a group or a community and working to be a respected and meaningful member of that community. Our self-fulfillment needs, on the other hand, motivate us to improve ourselves in whatever it is we enjoy doing (Maslow: 1943). These human needs are dependent on each other so that the physiological and safety needs must be satisfied before the self-fulfillment needs take prominence. This means that no individual need or drive can be seen as isolated or discrete. When the physiological needs are consistently gratified they are no longer the primary motivation behind an individual's actions, and the 'higher needs' emerge to determine the course of action. All needs are interdependent, and every motivated act typically has more than one motivation (Maslow: 1943).

In a classroom setting, ideally, the students' physiological and safety needs are gratified and the students are not primarily motivated by these needs. Because the basic needs are satisfied, the students' needs for *esteem* and *self-actualization* can become the organizers of behaviour. *Esteem needs* mean that the students have a desire for achievement, adequacy, confidence, recognition and appreciation. Gratification of esteem needs leads to feelings of self-confidence, worth and capability (Maslow: 1943). *Self-actualization needs* refer to our desire to realize our full potential and thereby reach self-fulfillment. Just how we want to do this can vary a great deal: one wants to paint, another to do sports, and third to build a house (Maslow: 1943).

In theory, using games in foreign language teaching offer opportunities for satisfying both the students' esteem- and self-actualization needs. By completing a game of Seppo, for example, a student has achieved something by completing all the exercises and this achievement becomes recognized by the rest of the group when they take look at the scoreboard. If the tasks of the game have been planned so that they offer an optimal degree of challenge for the students, completing the game can also foster the feeling of competence and lead to increased self-

confidence. Creative tasks give an opportunity for self-actualization for those who rejoice language use and communication. In addition, playing Seppo engages the students in a group activity. In addition to supporting the students' sense of belonging to a group, the group activities make L2 learning collaborative.

These needs described by Maslow's hierarchy form the foundation for intrinsic motivation, a concept introduced earlier in this paper. According to Deci et al. (1999):

Intrinsic motivation energizes and sustains activities through the spontaneous satisfaction inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people do for no external rewards. It is thus a prototypic instance of human freedom or autonomy in that people engage in such activity with a full sense of willingness and volition. (p. 658)

Hence, intrinsic motivation drives us to get involved in activities that are naturally enjoyable to us. When people are intrinsically motivated to participate in an activity, they tend not to expect external rewards for the activity.

On the contrary, extrinsic motivation is caused by external factors; mostly rewards or punishment. Extrinsic motivation does not reflect the needs and ambitions of an individual themselves but is created by the environment and expectations of other people. When a person does something to earn a prize, or to avoid a punishment, motivation arises from external factors (Kapp: 2012). For example, if someone is doing physical exercise because it makes one feel good and they simply enjoy exercising, the action is intrinsically motivated. The activity itself is rewarding. If, however, one is doing physical exercise to receive positive attention regarding their looks from other people then they are extrinsically motivated to exercise.

The terms intrinsic and extrinsic motivation are widely used, but there are some difficulties with the concepts, and they can be combined to initiate engagement in an activity. For example, a behavior can appear to be intrinsically motivated, but it can actually be motivated by expected future benefits following the behavior (Cameron & Pierce: 2002). The effects of extrinsic motivation on intrinsic motivation have been widely debated, some researchers suggesting that no external rewards or punishments should be used in education because they take away people's genuine enjoyment of activities (Kapp: 2012, p. 94; Beswick: 2009). Others are of the

opposing view and think that intrinsic motivation can be supported by external rewards (Cameron & Pierce: 2002). In any case, complete dismissal of extrinsic motivators as a tool in teaching is not a realistic goal since the students' progress is continuously assessed by teachers and standardized tests, and these assessments can be seen as extrinsically motivating. However, as Kapp (2012) points out, assessment also provides the students with formative feedback. The desire for formative feedback which the students can use to do better in the future can also be seen as intrinsically motivated. This is where we can see that the attempt to separate the concepts of extrinsic and intrinsic motivation completely is very problematic.

Extrinsic motivators can also be necessary to produce learning when the students are not intrinsically motivated to complete an activity (Kapp 2012: p. 95). Furthermore, relevant research has indicated that in the classroom, intrinsic and extrinsic motivation do coexist (Kapp: 2012, p. 96). When using gamification as a tool in the classroom, teachers intend to support the students' intrinsic motivation with extrinsic motivators such as levels, points or badges and rewards. These extrinsic rewards can also enhance engagement in classroom activities and the sense of belonging to the group. Optimally, engaging in a game can raise feelings of achieving mastery and autonomy, directing the students towards self-fulfillment and realizing their full potential (Richter, Raban & Rafaeli: 2015).

Hence, gamification aims to combine intrinsic and extrinsic motivation. The most basic goals of education are to create and maintain intrinsic motivation for learning, and this can be triggered by choosing the right extrinsic rewards depending on the context and players (Richter, Raban & Rafaeli: 2015). In an L2 classroom, for example, a student can be intrinsically motivated to study the language but also get "an extra kick" out of the competition and feedback offered by the game. Some people are highly motivated both by intrinsic and extrinsic rewards (Beswick: 2009). In addition, there is hope that a student who does not seem to be intrinsically motivated to study the language, will actively engage in the activity anyway because to the extrinsic reward provided by the game. Hence, even if the ultimate goal of the instruction is to trigger intrinsic motivation and to inspire for life-long learning, it is possible that extrinsic motivators provided by gamification can support intrinsic motivation. Also, simply using varying teaching methods (e.g. gamification) and cooperative learning activities (e.g. Seppo) can help the students to maintain their interest to language learning (Lightbown & Spada: 2006).

2.2.1. Flow

Play and intrinsic rewards have been further explored by Mihaly Csikszentmihalyi (2014). He states that of all patterned human activities, play can provide the most intrinsically rewarding experiences, and is supposed to be least dependent on external rewards. As examples of different play-forms in which flow can occur, he names rock-climbing, chess, dance, basketball and music composition. The qualities that make these activities enjoyable are the following:

- A. a person is able to concentrate on a limited stimulus field
- B. in which he or she can use his or her skills to meet clear demands
- C. thereby forgetting his or her own problems, and
- D. his or her separate identity,
- E. at the same time obtaining a feeling of control over the environment,
- F. which may result in transcendence of ego-boundaries and consequent psychic integration with metapersonal systems (Csikszentmihalyi: 2014, p. 135).

These qualities make can make an activity intrinsically enjoyable and trigger an experiential state that Csikszentmihalyi refers to as “flow”. Games, which allow us to play, are the most common forms of activity in which flow occurs (Csikszentmihalyi: 2014). In theory, also educational games can create the experience flow, and therefore game designers should take the qualities listed above into consideration.

Csikszentmihalyi’s definition for “flow” is the following:

“[f]low denotes the holistic sensation present when we act with total involvement [...] It is the state in which action follows upon action according to an internal logic which seems to need no conscious intervention on our part. We experience it as a unified slowing from one moment to the next, in which we feel in control of our actions, and in which there is little distinction between self and environment; between stimulus and response; or between past, present, and future” (Csikszentmihalyi: 2014, p. 136-137).

Even though flow is most likely to occur when we are engaged in some form of play, it can occur in other contexts as well, and not all games promote flow. The flow experience is “autotelic” in nature, which means that no external rewards are needed and the activity that is eliciting the flow experience is a reward in itself (Csikszentmihalyi: 2014). Because the flow

state is intrinsically enjoyable, people who have experienced flow are likely to engage again in the activity that helped them to get into the state.

For flow to occur, a person must be engaged in an activity that has clear objectives and that they are able and competent enough to perform. Furthermore, a person must be able to center their attention to a limited stimulus field (Csikszentmihalyi: 2014). In games, rules define the relevant stimuli, and thereby help the player to concentrate to that which is relevant to perform well in the game. Clear rules and goals make the demands of the game non-contradictory, and the player is not expected to do incompatible things, as in real life. This makes the action automatic and unproblematic, which can lead to the loss of the sense of self, as a person becomes fully involved with what is s/he is required to do within the game. If the rules and goals become compromised during the game, the player's self reappears to negotiate, and the flow experience is interrupted (Csikszentmihalyi: 2014).

Subjects interviewed for Csikszentmihalyi's study reflected back on the flow experience by stating that when they were experiencing flow, they felt that their skills were adequate to meeting environmental demands. As a consequence, flow experiences can be valuable when in the development of a person's positive self-image (Csikszentmihalyi: 2014). Developing a healthy self-esteem is one of the universal goals of education, and desirable for every student's holistic growth. In theory, then, using games in educational settings could give the students experiences of flow and thereby support the development of a positive self-image and competence.

Games that produce flow-experiences are hard to design because flow depends entirely on the player's perception of what their abilities are and how difficult the challenge is (Csikszentmihalyi: 2014). If the player considers the task too difficult, they might retreat to a state of apathy and give up. On the other hand, if the task is too easy, a state of boredom will follow. A good game offers an optimal level of challenge for each player.

Csikszentmihalyi raises the question of whether it would be possible to restructure everyday settings (e.g. jobs and schools) in ways that would increase the flow experiences they provide. He is critical of using external rewards such as money and status as the primary motivators of behaviour, and states that it is vital to know more about the possible uses and effect of

intrinsically rewarding processes (Csikszentmihalyi: 2014). His concern is shared by Deci and Ryan (2004).

Also Kapp (2012) discusses flow his his book *The Gamification of Learning and Instruction*. According to Kapp, it is nearly impossible to design that would certainly provide a flow experience, but while the game designer cannot guarantee that the players will reach a flow state, the designer can create environments in which a flow state potentially can occur (Kapp: 2012, p. 71).

3. Materials and methods

3.1. Participants and test materials

This study was conducted using the Seppo platform to create a game for Finnish 7th graders. The students participated in the game using tablets that were provided by the schools. Five groups of students from two different schools took part in the study, so the game was played during five sessions total. After playing the game, the students filled up a questionnaire about the game. The goal of the survey questions was to give the students a chance to describe their gamification experience and shed a light on whether or not the game had an impact on the students' motivation and engagement in foreign language learning. The questionnaire was written in Finnish and the students were instructed to respond in Finnish or English. The first three questions of the questionnaire were answered by marking a suitable option on a 5-point Likert scale. These answers are analysed quantitatively in the present study. The five other questions were open-ended and are analysed using both qualitative and quantitative methods. The questionnaire was filled up by 84 students in two Finnish lower secondary schools in Helsinki. Of the respondents 47 were female, 28 were male, and 9 identified as something other than male or female. The responses were anonymous and the individual students can not be recognized by their answers to the questions. The students were strongly encouraged to fill in the questionnaire as part of the class work that they were expected to do during the particular class, but they had the option of leaving it blank or answering the questions only partially. All the respondents were 7th graders and therefore 14-15 years old. The questionnaire is included in Appendix 1.

Each of the five groups played the game and completed the questionnaire during one class period of 45 minutes. During this time, the teachers were responsible for participant observation. The teachers were instructed to observe the players and pay attention to students' apparent level of motivation and engagement. Meanwhile, I sat in the classroom and assessed the students' tasks via the Seppo platform. Because the game included only 3 tasks, it was possible to assess the tasks during the 45-minute session. After the 45-minute sessions, semi-structured interviews were conducted with the teachers. The interviews were conducted in Finnish and recorded using a smartphone. Three teachers were interviewed for this study. The teachers' answers to the interview questions are analysed qualitatively. The interview questions were the following:

- Do you use the Seppo game in your classes? Why or why not?
- What kind of opportunities and challenges do you see in the use of the Seppo game or in the gamification of L2 teaching in general?
- When do you think would be the best moment to use the Seppo game in L2 instruction?
- Did you observe an increase or a decrease in the students' levels of motivation when playing Seppo?
- What kinds of learners seem to benefit most from the gamification of teaching?

3.2. Research questions

As mentioned in the introduction, the goal of this study was to see how playing the Seppo game would affect the perceived motivation of the students during an English L2 class. The research questions were the following:

1. How does Seppo affect the perceived motivation of students?
2. Which aspects of Seppo bring about these changes in the perceived levels of motivation?
3. How do teachers view gamification and its possibilities in L2 instruction?

To answer these questions, I have analysed the students' answers to the questionnaire and the teachers' answers to the interview questions so that both viewpoints are taken into consideration.

3.3. Game design

The most important instrument for this study was the game that was created using the Seppo platform. It was crucial that the game design would be informed by both theories of gamification and SLA methodologies, while supporting the learning objectives for foreign language instruction listed in the *Finnish National Core Curriculum for Basic Education 2014*. The game was designed so that the tasks could be assessed within the 45-minute class period. According to Prensky (2001, p. 119), most games include the following components:

- Rules
- The representation or a story
- Goals and objectives
- Outcome and feedback

- Conflict, competition, challenge or opposition
- Interaction

The game that was used for this research was designed so that it included all of these components. The game was called “The Ultimate English Race 2.0.”, and it included three tasks which the students were instructed to complete in teams of three or four students. The teams were formed according to the wishes of the teachers who were responsible for the sessions. Some teachers chose to assign the groups while others would let the students choose the groups themselves. The background image of the game was not a live map because most of the tasks were not tied to any specific location. All the tasks could be completed in the school building. The background figure is presented in *Figure 1*.

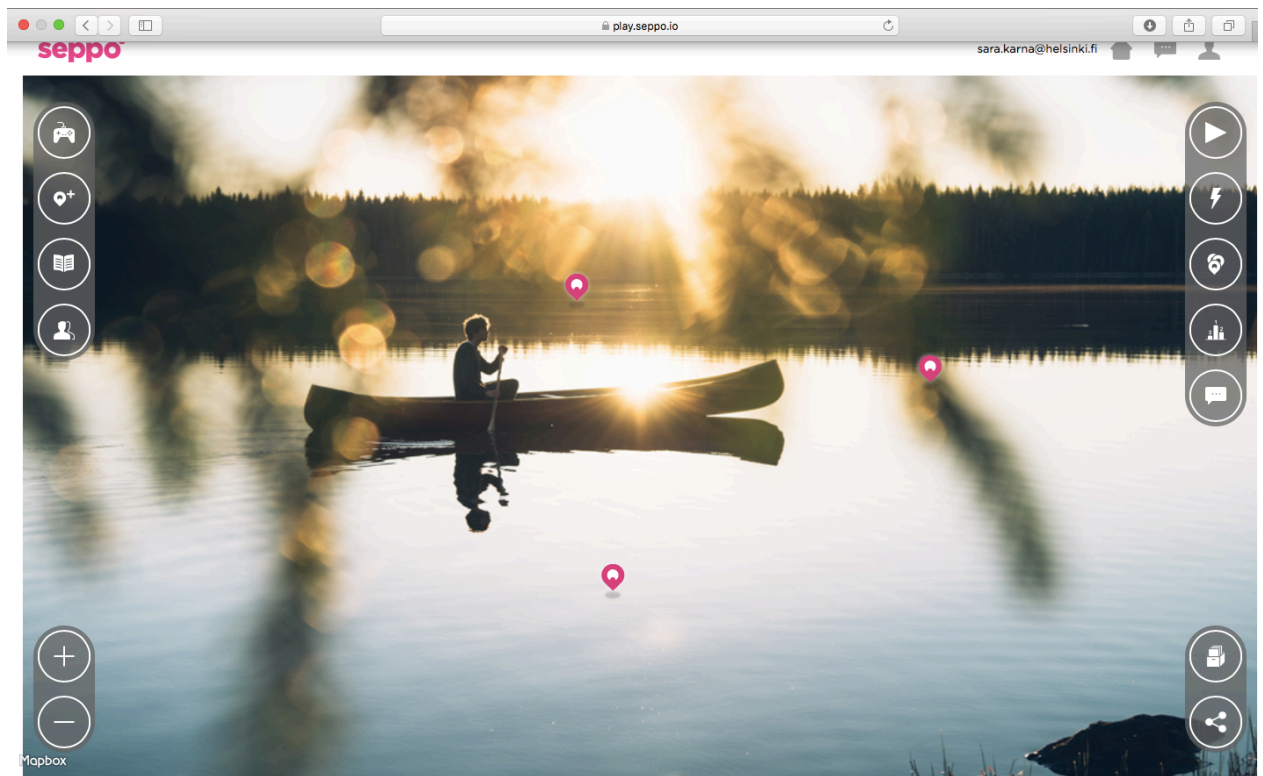


Figure 1: The screen view of “The Ultimate English Race 2.0.” Source: imagebank.visitfinland.com.

3.3.1. Rules

The rules of the game, which were presented to the students before they started playing, read as follows:

“Your goal is to complete the tasks with your team. The fastest group gets 10 extra points. The second fastest group gets 5 extra points. Remember that you only have 30 min to complete ALL the tasks, so use your time wisely. There are three tasks to complete, and you can submit them in any order. Read the instructions for each task carefully. If you submit your answer incorrectly, it will be returned to you and you will have to do it again. Please don't be on your phone during the race. Help your team instead”.

3.3.2. A story

Along with the rules of the game, also the following story was presented to the students before starting the game: “you work for VisitFinland, an agency that works to develop Finland's travel image. You work in marketing and the overall goal of your job is to create value for leisure tourism to Finland. Today, your task is to create material that can be used to advertise Finland in various media outlets abroad. In short, you need to convince your audience that Finland is an attractive travel destination”.

3.3.3. Goals and objectives

Groups were instructed to return to the classroom after finishing all the tasks. The goal of the game was to complete the tasks well enough to receive the most points for them, and to be the fastest group to do this. The tasks that the students completed are discussed in this section in a numerical order, but the students did not need to complete the tasks in any specific order.

The first task was called “Radio commercial”, and the instructions were the following: “Go to the school cafeteria. What's for lunch today? Have a look at today's menu and translate it into English. Your task is to make a radio commercial that promotes Finnish cuisine. Answer with audio. Everyone should say something, and the radio commercial should include at least the following parts: (1) A polite and funny greeting to the listeners (e.g. ‘Greetings from Finland, the land of snow and reindeer!’) (2) Tell the listeners that if they come to Finland, they will have the chance to eat delicious food. As an example, mention the dish that is on the school's menu today. (3) A polite/encouraging closure to the commercial, for example ‘Book your tickets today’! Take a team selfie to gain 5 extra points. Submit it in the ‘add selfie’ section. All group members should be in the picture!” The students were instructed to submit their answers as an audio file. The examples in the instructions were provided for the students in case they

would have a hard time coming up with something to say. It was not mandatory to use them, but they were provided to support weaker students.

The second task was titled as “Weather forecast”, and the instructions for the students were the following: “Go to the 6th floor, to the stairway with colorful walls. You will find a map of Finland and weather signs. Note that there are two maps, so that two teams can do this task at the same time. Using the material that you find, make a weather forecast video. Put the weather signs on the map, and then report what type of weather is to be expected in the South, North, East and West. The weather forecast does NOT need to be accurate. One student will be filming, and ALL others should say something in the video. The weather forecast should consist of AT LEAST: (1) The day's date and a polite greeting to the viewers (2) Information about the weather in the South, North, East and West (3) A polite closure for the forecast.”



Figure 2: Instagram post picture. Source: imagebank.visitfinland.com.

The third task was titled as “Instagram post” and the students were instructed to submit their answer as a text file. The instructions were the following: “Write a short story (30 words minimum) about Lapland. The story will be published on Instagram with the picture that you see below (See *Figure 2*). The goal of the post is to advertise Lapland as a fun and exciting travel destination. Below the picture, you find some vocabulary that you might find helpful”.

The vocabulary was provided with Finnish translations as follows: Lapland = lappi, reindeer = poro, Santa Claus = joulupukki, to ski = lasketella, to snowboard = lumilautaila, to bathe in the

sauna = saunoa, ice swimming = avantouinti, The Northern Lights = revontulet, The Midnight Sun = keskiyön aurinko (yötön yö), Midsummer = juhannus.

The instructions were given only in English. The maximum amount of points that the groups could receive was 175 points. The weather forecast was worth 70 points, the radio commercial 55 points, and the Instagram post 50 points. The groups would get full points if all things mentioned in the instructions for each task were included in their answer. In addition to this, the fastest group got 10 extra points, and the second fastest group got 5 extra points.

3.3.4. Outcome and feedback

According to Prensky (2007), a big part of the attraction of games is that winning and losing have strong emotional and ego-gratification implications. Winning is also the obvious desired outcome of the Seppo game. This is the goal that has been set by the teacher in order to provide the students with extrinsic motivation. However, for a student who is intrinsically motivated to study English and has long term goals for their learning process, the game can be also intrinsically motivating, because it provides the students with an opportunity to use and test their skills. Therefore, for some of the players, the desired outcome may not be to win the game but the motivation to participate arises for other reasons. For others, to win the game might be the sole motivation behind participating in the game.

The students could get several types of feedback during the Seppo game. As the teams' answers were assessed, the students would get a numerical score for their answer. Whenever the time allowed it, also formative feedback was included, but not all teams got formative feedback for all of the tasks. The formative feedback could include notes on spelling, grammatical forms or pronunciation, as well as encouraging messages or ones asking for a resubmission. The teams would be immediately notified when their submission had been assessed and could therefore get instant feedback. Finally, the students could measure their performance by looking at the scoreboard at the end of the session. Also, it is likely that the students would get feedback from their teammates during the race.

4. Presentation and discussion of results

4.1. How does the Seppo game affect the perceived motivation of students?

In the very first question of the questionnaire, the students were asked to mark their level of motivation towards studying English in general on a 5-point Likert scale. In the second question, the students were asked to mark their usual level of motivation during an English class on a 5-point Likert scale. In the following question, the students were asked to mark their level of motivation during the class when they played Seppo. The last two questions were asked to see whether or not there would be an increase in their perceived level of motivation when playing Seppo. The results show that 43% of the students reported a decrease in their level of motivation, 40% reported that there was no change in the level of motivation, and 17% reported an increase in the level of motivation. Of the female respondents, 43% reported a decrease in their level of motivation, 40% reported an unchanged level of motivation, and 17% reported an increase in the level of motivation. Of the male respondents, 32% reported a decrease in level of motivation, 57% reported an unchanged level of motivation, and 11% reported an increase in motivation. Of the respondents who identified as something other than male or female, 67% reported a decrease in motivation, 22% reported an unchanged level of motivation, and 11% reported an increase in motivation.

The Likert scale questions were followed by open-ended questions in which the students were asked to specify what caused the change in the perceived level of motivation. Some students who reported that their level of motivation remained unchanged on the Likert scale questions, stated in the open-ended questions that they actually did find the game motivating. On the other hand, some students who reported a decrease in the level of motivation on the Likert scale questions stated on the open-ended questions that their level of motivation remained unchanged. Also, some students reported a decreased or unchanged level of motivation but would still say something positive about the game in the open ended questions. Actually, only a fraction of the students responded so that their answers to the Likert scale questions were in line with their answers to the open-ended questions. This makes the analysis of the percentages listed above somewhat questionable.

The open-ended questions were posed in the following way:

- Did playing Seppo increase your level of motivation? Why or why not?

- Did playing Seppo decrease your level of motivation? Why or why not?

If the Likert scale questions are ignored, the results change drastically. The yes/no questions indicate that 51% of the students reported an unchanged level of motivation, 39% reported that playing the game increased their level of motivation, and 10% reported a decrease in motivation (See *Figure 3*). Of the female students, 43% reported an unchanged level of motivation, 49% reported an increase in motivation, and 8% reported a decrease in motivation. Of the male students, 61% reported an unchanged level of motivation, 32% reported an increase in the level of motivation, and 7% reported a decrease in the level of motivation. Of the students that identified as something other than male or female, 67% reported an unchanged level of motivation, 11% reported an increase in motivation and 22% reported a decrease in the level of motivation.

The contradictory results reflect the unclear design of the questionnaire questions. The second Likert scale question asked the students to mark their level of motivation during the class when they played Seppo. The question is not really asking how the Seppo game affected the students' motivation, but rather how motivated they were during that particular class. Thus, the students can have been motivated respective unmotivated because of other reasons. The yes/no questions, however, ask specifically how playing Seppo affected the students perceived level of motivation. The fact that the Likert scale questions were placed before the open-ended questions in the questionnaire might also have had an effect to the results. In the light of this critical evaluation, the students' answers to the Likert scale questions do not help to answer the research questions of this study. The analysis will therefore be focused on the students' answers to the yes/no and open-ended questions.

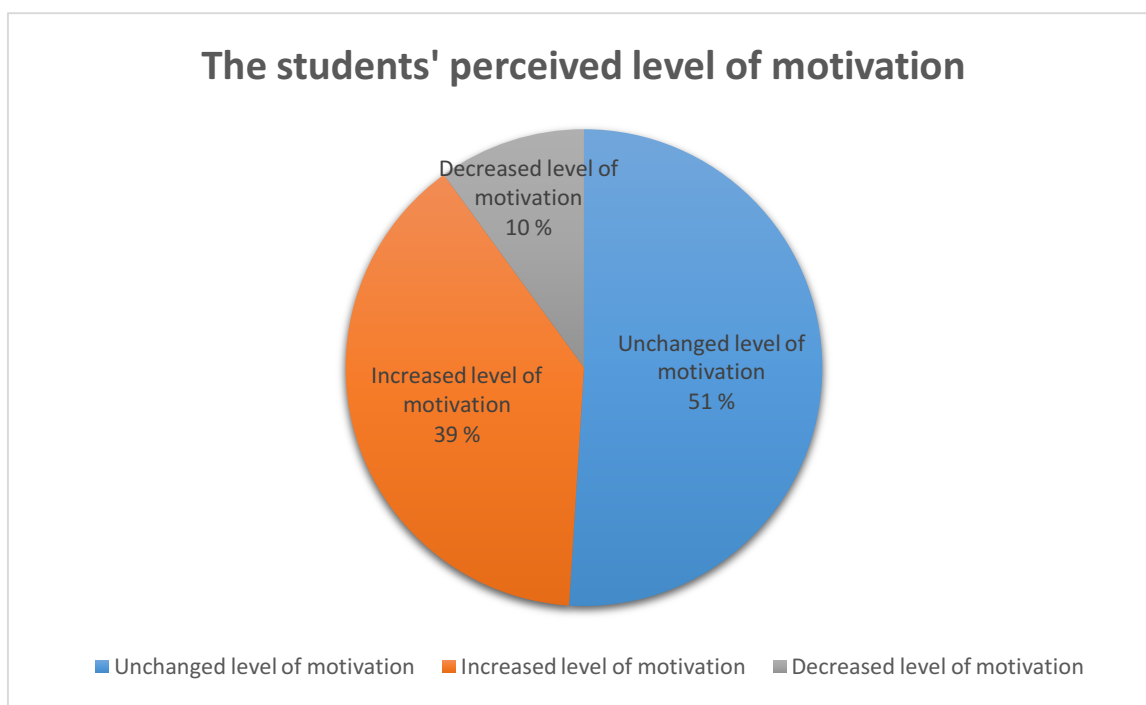


Figure 3. The students' perceived level of motivation

Thus, 51% of the students found that the game neither increased or decreased their level of motivation. The second largest proportion of the students, 39% reported that the game did increase their level of motivation, and only 10% reported an increase in the level of motivation (See *Figure 3*). An increase in motivation was reported by 49% of the female students, 32% of the male students and 11% of the students that identified as other than male or female. This entails that girls found the game more motivating than boys did.

4.2. Which aspects of the Seppo game bring about these changes in the perceived levels of motivation?

In the follow-up questions, the students were asked to specify what were the reasons behind the fact that their level of motivation either increased, decreased or stayed the same. In the following section, these answers will be discussed qualitatively, and some examples will be provided. In addition, the questionnaire included three background questions in which the students were asked to specify which task they liked the most and why, how much and what they play during their free time and what motivates them to study English. Answers to these additional questions will be discussed in this section as well. The students who identified as other than male (M) or female (F) are here referred to as 'other' (O).

The students reported the following reasons behind an unchanged level of motivation (51%):

Negative comments:

"I don't like Seppo." (F)

Comments that indicate that the students have a high motivation to study English in general:

"I'm always motivated during the English classes." (F)

"I'm motivated either way." (M)

"I prefer a regular English class." (M)

"I just like English." (O)

Comments regarding the game design and technical difficulties:

"The tablet didn't work." (F)

"The game did not increase my level of motivation because the tasks were weird."
(F)

"The game was easy." (M)

"The game was a bit boring." (M)

"The game was unclear." (O)

Comments regarding the lack of novelty value:

"Seppo is nothing new." (F)

"It was nothing special." (F)

"It was just a normal class." (M)

Comments that indicate that the game was fun but did not provide extra motivation:

"Playing the game was fun but I didn't get much motivation out of it." (F)

"The game did not increase my level of motivation because playing Seppo sometimes causes a hassle. The game did not decrease my level of motivation either because competition is motivating." (F)

"I don't know if it gave me more motivation but it was super fun and exciting!"
(F)

"I didn't really get much out of it. The tasks were nice though." (M)

"Seppo is cool but unfortunately it did not increase my level of motivation." (M)

"No change in motivation because I speak English all the time. Seppo is nice though." (M)

Comments regarding group work:

"It was fun to work in a group." (M)

"I didn't like my group." (O)

Other relevant comments:

"I don't understand a lot in class either way. At least it was more fun than sitting in class." (F)

"For the Instagram task we wrote 88 words when only 30 was required but received no extra points for this." (O)

Many of the students who had expressed in the Likert scale questions that they were highly motivated to study English reported an unchanged level of motivation. As the examples here indicate, many of them expressed that they find all class work motivating. Also, some of the students stated that this was not their first time playing Seppo and there was no change in their perceived level of motivation because it had no novelty value. The students who commented that the tasks were easy and boring did not get the optimal level of challenge that successful gamification requires, and would likely have benefited from more challenging tasks. Personal preferences regarding group work are also mentioned as a reason behind an unchanged level of motivation. In addition, there was some dissatisfaction with how the tasks were assessed.

Some reasons behind an increased level of motivation (39%) were reported as follows:

Comments regarding the tasks:

"It was nice to do different tasks and practice different skills." (F)

"The tasks were nice." (F)

"It was a lot of fun to speak in the video." (F)

"Movement kept us alert and the tasks weren't boring." (M)

"I liked that we didn't have to study in the classroom." (F)

"The game increased motivation because we got to work outside the classroom and we didn't have to write quietly in the classroom." (M)

"The game increased my level of motivation because all interactive tasks are nice." (M)

Comments regarding group work:

"It was nice to plan things together as a group and the random groups were a refreshing change." (F)

"It was nice to work in a group." (F)

"The game created a funny atmosphere and group spirit." (F)

"We had a good group." (F)

Comments that indicate that the game was something out of the ordinary:

"The game was a nice change compared to the regular classes." (F)

"Because it was different." (F)

"Seppo was a nice change and a nice way to learn." (O)

Comments on practicing the different language skills:

"I dared to speak more." (F)

"It was motivating because we got to talk and tell stories." (F)

"The game helps in group work and reading comprehension, because you have to work in a group and you are told to read the instructions carefully." (F)

"It was fun and we had to spend some time coming up with words." (F)

Comments about the competitive aspect of the game:

"The game was motivating because it was nice to move and compete and do group work." (F)

"Attempting to be the fastest group increased motivation. The game was a lot of fun." (M)

"The game was competitive." (M)

Many of the students who reported an increased level of motivation seemed to have enjoyed working in a group. The students also seemed to enjoy working outside of the classroom and being physically active while playing the game. Competition and time-pressure were also mentioned as reasons behind an increased level of motivation. Many of the students thought that the game was something different from a regular class and found the change motivating. The types of tasks that the game included were also seen as a motivating factor, as well as the interactivity of the game, although it is not specified whether the student who wrote the comment refers to the interactivity within the game or the interactive group work stimulated by the game.

Students who reported that playing the game decreased their level of motivation (10%) mentioned the following reasons:

"Our iPad didn't work." (M)

"The game didn't work properly." (F)

"It was boring." (M)

"The game was boring." (F)

"The game was difficult." (O)

"I'm pretty shy and not good at group work." (F)

"I didn't get to do a lot myself." (F)

As indicated by the number of examples provided here, the students were less eager to give reasons behind a decrease in motivation than in the other two cases. Especially running into technical difficulties with the tablets or internet connection seemed to result in a decreased level of perceived motivation. Also personal preferences concerning group work seemed to dictate if the students found the game motivating or not.

4.3. Instagram post, weather forecast and radio commercial

In the questionnaire the students were also asked to specify which task they liked the best and why. Of all students, 39% chose the Instagram post as their favorite task, while 35% chose the weather forecast. The radio commercial was chosen as the best task by 15% of the students. Therefore, the most popular task among all genders was the Instagram post. The students commented that this task was the easiest and allowed them to be creative. Some students mentioned that they preferred the Instagram task because it required no talking. Weather forecast came in second in terms of popularity, and the students commented that doing the task was fun and they liked making a video. The radio commercial was the least popular task but did receive some positive comments as some students liked that they could talk without having to film themselves. Some students had not answered this question at all.

The Instagram post was the most traditional of the tasks. It is possible that the students liked this task the most because they were familiar with the format of an Instagram post, and because they are used to submitting school work in writing. The other two tasks required that the answers should be submitted as video- or audio files, which the students are most likely not as accustomed to. Many students probably felt that they were most competent in the Instagram post task, and the feeling of mastery over the form resulted in positive feedback on the task.

4.4. Games and students' free time

Next question in the questionnaire was the following:

- Do you play games on your free time? If yes, which games you play and how often? (e.g. Fortnite, football, PlayStation, board games...)

The question was open ended and the answers were at times incomplete. Very few students decided to comment on how often they play and the ones that did described the frequency quite vaguely (e.g. often, not very often). All in all, 79% of the students reported that they played

games on their free time. Of the female students, 66% reported that they play games on their free time, while the equivalent percentage of the male respondents was 93%. Of the students that identified as other than male or female, 100% reported that they played games on their free time. Hence, male students seem to play more games on their free time than female students.

To the second part of the question, in which the students were asked to specify which games they played, the female respondents listed the following games: Stardew Valley, Fortnite, Hay Day, Wii, Sims, Overwatch, Sanajahti, board games, badminton, computer games, tennis, football and cards. The male respondents answered that they play the following games: Brawl Stars, Xbox, Growtopia, PlayStation, Fortnite, Rust, Rocket League, Clash Royale, handball, ice hockey, football, basketball and cards. The students who identified as other than male or female listed the following games: Fortnite, NBA2K15, Counter-Strike: Global Offensive (CS:GO), PlayStation, computer games, tennis and football. In sum, respondents of all genders reported that they play many kinds of games; video games, computer games, sports and more traditional games such as cards and board games.

4.5. Students' motivation to study English

In the last question of the questionnaire, the students were asked to write what motivated them to study English. Examples were again provided, and these probably had an impact on the students' answers. The goal of this question was to shed light on whether the students perceived their motivation as intrinsic or extrinsic. When looking at the results it is important to keep in mind that, as shown in the literary review, the concepts of intrinsic or extrinsic are quite questionable and it is often impossible to separate the two (See Kapp: 2012, p. 96-97). The question was posed as follows:

- What motivates you to study English? (e.g. I want a good grade, I want to be able to communicate with people who do not speak Finnish, I want to be able to follow English media, etc.) You can write many things.

Based on the students' answers, 40% of all the respondents are motivated by grades, and the rest by other factors. The students that reported that they are motivated to study English because they want a good grade are in the present study considered as extrinsically motivated. However, many of the students who reported that they were motivated by grades also mentioned other

motivating factors that were mostly intrinsic in nature. None of the students reported that they were unmotivated to study English. For a qualitative analysis, some examples of the students' answers are provided below. The answers have been numbered for this section so that the specific comments can be referred to in the analysis (e.g. F1 = Female 1).

Comments indicating that the students wish to communicate with people who do not speak Finnish:

"I want to speak with people who are not Finnish." (F1)

"That I can speak with almost everyone." (F6)

"I want to make new friends who are from other countries." (F8)

"I want to be able to communicate with people who don't speak Finnish and to follow English media." (M2)

Comments indicating that the students want to travel in the future:

"I want to travel in the future." (F2)

"In the future I want to be able to speak English fluently abroad." (O2)

Comments indicating the the students want to follow English media:

"I want to watch movies without subtitles." (F3)

"It's nice to watch YouTube videos and series in English." (F5)

"I want to follow English media." (F9)

Comments indicating that the students want a good grade:

"I want to get a good grade because it is important to know English because it is spoken in many countries." (F10)

"I just want a good grade." (M6)

Comments indicating that the students think that having good skills in English will be important in the future:

"I want to have a good proficiency in English because that will help me in my future job." (F4)

"I know that it will be an important skill in the future." (F7)

"I want to build an international career." (F11)

"I will need English in the future and I want to have contacts abroad." (M3)

"It will be an important skill in the future, however, I have acquired most of my language competency from somewhere other than school. Games, for example." (O1)

"English is a useful language." (M4)

Other relevant comments:

“The teacher and classmates.” (M1)

“It helps me when I play.” (M5)

“It’s just fun and interesting, like all languages.” (M7)

As stated earlier in this section, many of the students who reported that grades were a motivating factor for them also mentioned other things that they found motivating. In the case of Female 10 (F10), the student mentions the grade as a motivating factor but then lists intrinsic motivators behind the extrinsic motivation. Several students provided similar answers and this makes the quantitative analysis introduced earlier in this section (40% of the students were motivated by grades) somewhat questionable. Many of the students seemed to be very aware of how important it is to acquire a sufficient competency in English if they wish to succeed in the labor market. Travel plans were also mentioned as a provider of motivation, as well as having connections abroad. Also a wish to consume and comprehend English media were frequently mentioned. Very few of the students responded that class work in school specifically would be motivating, and the primal source of the students’ perceived motivation seems to be awareness of the hegemony of the language as the lingua franca of the contemporary world. Here we can observe the position that the students are in as L1 speakers of Finnish that is only spoken by approximately 5.4 million people in the world: knowing English has much value in the globalized world. It would be very interesting to pose the same question about Swedish, Finland’s second national language which is studied by all Finnish speaking students in comprehensive school. It can be hypothesized that the students would not see the same benefits from learning Swedish as they do from learning English, since Swedish does not share the status of English as the lingua franca of the contemporary world.

4.6. Teacher perceptions on Seppo and gamification in EFL instruction

While the students were playing the game, the teachers were asked to observe their students. It was assumed that the teachers would know their students quite well at this point of the school year, and it was therefore probable that they could spot changes in the students’ behaviour that would indicate changes in the level of motivation and engagement. The game was played by five different classes which had three different teachers. The teacher who is from now on referred to as ‘Teacher 1’ observed only one session, while the other two (‘Teacher 2’ and ‘Teacher 3’) observed two sessions after which the interviews were carried out.

4.6.1. Do you use the Seppo game in your classes? Why or why not?

Teacher 1 answered that she had not used Seppo because she was not familiar with the game platform. Teacher 1 had attended a Seppo training and played the game herself once but had not realized that the game could also be played inside of a school building, as the game that she had played was played using a live map on a much larger geographical area.

Teacher 1 was also worried about how much time it takes to design a game, suggesting that it would double her work load. While it is true that designing a game does take time and effort, the games can be used again numerous times with different groups, so the work will pay off in the long run. In addition, many users of Seppo choose to share their games with others. If a game is made public, it can be found in the Seppo library and used by other teachers, so teachers do not necessarily have to design the games themselves. The game that was used for the present study can also be found in the Seppo library. Teacher 3, who actually had used Seppo in her classes, mentioned that when one designs games using the Seppo platform regularly, the game design process becomes steadily quicker. Teacher 3 was also aware of that ready-made games can be found in the Seppo library.

Also Teacher 2 stated that she was not familiar with Seppo. Teacher 2 said that she was not sure whether the game actually had ‘pedagogical benefits’ or if it was just a nice ‘snack’ for the students to be used for a change. Teacher 2 mentioned that, for example, the 8th graders only had two English classes per week which meant that the lessons would have to be thick in content to achieve the learning objectives, not to mention that the newly learned skills should also be practiced. Teacher 2 had sometimes used Kahoot! as a teaching tool, but said that the students had become bored with the game quite quickly. She added that during the time when she was using Kahoot! in her classes, many other teachers in other subjects had been using it as well, and the excessive use of the game had resulted in a loss of interest of the students. Hence, when planning for gamification in instruction, teachers should look at the bigger picture of the students’ daily activities, including what they are doing in other subjects.

Teacher 2 was very clear on her view of that neither Seppo or gamification would result in a revolution in L2 teaching. Teacher 2 stated that games are tools that might be suitable of practicing the different language skills or even for introducing new content, but can and will

not replace more traditional teaching practices such as the use of EFL-books. Teacher 2 suggested that L2 instruction should be based on the content of EFL-books. The books should be the ‘backbone’ of instruction, which then can be supported by other activities such as Seppo.

Teacher 3 answered that she had used Seppo many times for various purposes. For example, she had designed a game where the students would go explore the local fish market to complete tasks. The tasks of the game included interviewing people in Swedish and herring tasting, for example. During this particular game, the teacher had been able to assess the tasks during the playing time. For another game of Seppo, she had let the students design the tasks themselves. Teacher 3 had also used Seppo for oral tests, because it is easy for students to submit their answers through the Seppo platform, and it smoothenes the assessment process to have all the answers in order in the system. For the oral tests, Teacher 3 has recorded a question to which the students have responded by submitting an audio file. In addition, Seppo can be used to do a listening comprehension test, and Teacher 3 thought that Seppo made her assessment practices more versatile. Teacher 3 concluded that the platform by itself can be used in many different ways which do not necessarily have anything to do with gamification.

Teacher 3 had observed in the past that sometimes the quality of the audio submissions made through the Seppo platform is very poor. Especially when using the platform for assessment, it is important that the quality of the audio is good. Teacher 3 had sent feedback regarding the matter to the Seppo customer service via their website but had received no response. However, if the students had done the submission so that they record the answer and save it using the device and then attach the file to Seppo, the quality has been better. Teacher 3 added that she usually instructed her students to first record their answer using the tablet’s or the computer’s camera or voice recorder and save it to the device, and then add it to Seppo. This is a more secure way to act in case of a disruption in the WiFi connection, for example. During the Seppo sessions where the data for this research was gathered, there were no problems with the quality of the audio submissions. Lastly, Teacher 3 mentioned that the license for Seppo, which is paid by the City of Helsinki, is quite expensive.

In sum, two of the three teachers who were interviewed for this study had not used Seppo before. According to both teachers, the main reason behind this was that they were not familiar with the game. Seppo is available for all teachers in all schools in Helsinki at the moment, and some training has been organized for the teachers in the area. After observing their students play

Seppo, both teachers stated that they will likely use the game in EFL instruction in the future. Other reasons behind not using Seppo were lack of time and worries about the workload that designing a game would bring. Teacher 3 had used Seppo in her classes and thought that the Seppo platform has much potential, as it can be used in versatile ways. Teacher 3 mentioned that she had had some technical difficulties with the game regarding the quality of the audio files.

4.6.2. What kind of opportunities and challenges do you see in the use of the Seppo game or in the gamification of L2 teaching in general?

Teacher 1 stated that during the Seppo session, the role of the teacher changed from being in the center of the learning process to one that is more a coach and a facilitator of materials. Teacher 1 saw this as a positive thing, as the students had a more active role in the learning process. Teacher 1 found that reading the instructions for the different tasks was beneficial for the students, as reading the instructions in L2 makes the L2 input meaningful compared to a chapter in a EFL- textbook. However, she observed that the group dynamic in most of the teams was such that some students were contributing significantly more than others, and some students were on their phone during the classes.

Teacher 1 stated that Seppo was out of the ordinary for her students and surely exciting, but mostly because of the charm of novelty that the game had. She predicted that the students would not continue to be so excited about the game if it was used all the time. Teacher 1 added that she was aware of how much the students played games on their free time and suggested that it perhaps is enough playing time for teenagers, and in school the students should be doing something different.

According to Teacher 1, the competition and the clear objectives of the game surely encouraged the students to get on with the tasks, but she also expressed a concern over a case where the students would constantly be forced to work and perform under a time pressure. While it is true that life includes much competition and these students will in the future have to compete to get to good upper secondary schools after lower-secondary (for example), it is not desirable that the learning environment should be competitive all the time. Teacher 1 concluded that the students should not be forced to compete in school all the time, but games like Seppo should be used to provide a refreshing change to the daily habits. Teacher 1 also spoke of her point of

view as a parent. To think that a teenager who used most of their free time playing games would also play games when in school would make their daily life experience very one-sided. Teacher 1 concluded the interview by stating that she thought that the session was a good experience for the students and that she had a positive attitude towards using games and digital tools in the classroom.

Teacher 2 was of the same view and said that based on what she had seen during the Seppo sessions, she would likely use the game in the future. Teacher 2 thought that the tasks of the game were communicative and gave the students a chance to use and test their skills. In addition, the students performed well in the game, seemed excited about it and started to play the game enthusiastically, without prejudice. However, Teacher 2 emphasized that one should be cautious about when and how often the game should be used in the classroom. The tasks of this game required the students to create content and be creative, and while that is sometimes desirable in the learning process, it also requires much energy and effort. According to Teacher 2, being constantly forced to create would probably tire the students out in the long run, and there should be a balance between different types of activities. Teacher 2 also stressed that it is important for young learners to have routines in their school days.

Teacher 2 expressed her view of that not everyone enjoy competition, and teachers should know their students to be able to design games for them. A game could work with one group of students and not with others, because the group dynamic and the individual students are always different. Speaking a foreign language is not easy for everyone, and the tasks that the students were instructed to do during the Seppo session required doing this in front of a camera and the other students. Asking the students to complete the tasks required many of them to exit their comfort-zone.

Teacher 3's view was that Seppo was not only a tool to be used for gamification, but a platform that makes many things possible. As mentioned above, she uses Seppo also for assessment. Teacher 3 sees much potential and good qualities in the Seppo platform as a teaching tool, but whenever she is using it for gamification she tends not to encourage the competition aspect of the game. Teacher 3 stated that the structure, clear rules and goals provided by games are more important than the competition that they entail. However, Teacher 3 does recognize the potential of games as a providers of flow-experiences, in which the students forget themselves

and are fully focused on what they are doing. Teacher 3 stated that the main goal of the game was to ‘deceive’ the students into doing things using the L2.

Most answers to this question were based on what the teachers had seen during the Seppo sessions that were designed for this study, but more general notions arose as well. This is natural because the interviews were carried out immediately after the sessions. Therefore, most of the answers concern Seppo rather than gamification as a broader phenomenon. To summarize, all teachers agreed on that Seppo entails giving a more active role to the learners. The teachers observed that the group work was at times not fruitful, but in other cases worked really well. This is a feature that concerns group work more universally, and does not necessarily have much to do with gamification or Seppo specifically. Generally, teachers 1 and 2 perceived their students as being more excited about Seppo than Teacher 3 did. This is probably because the students of teachers 1 and 2 had not played the game before, whereas the students of Teacher 3 no longer saw the novelty value of the game, having played in several times in the past.

The teachers seemed to value the clear objectives, structure and feedback provided by the game over its competitive aspect. All teachers agreed on that a learning environment should never be too competitive nor entirely based on games. However, all teachers had a positive attitude towards using Seppo in the classroom occasionally. Especially Teacher 2 emphasized that teachers should know their students well before designing games for them because all group dynamics and individual learners are different. Teacher 3 remarked that the Seppo platform can be used to do many different things in the classroom, and that sometimes the creative tasks alone are enough to elevate motivation and engagement.

4.6.3. When do you think would be the best moment to use the Seppo game in L2 instruction?

Teacher 1 quickly expressed her opinion of that while games are fun, it would not be pedagogically sound to use them for every class period. Teacher 1 thought that Seppo could be used at the end of each unit to review the new things that the students had learned during the unit. By unit, the teacher likely refers to the units of the EFL-textbook that her class is using. One unit usually includes a text, some vocabulary and a grammatical structure that the students are expected to master. Teacher 1 would then introduce the new unit using traditional methods and the EFL-textbook, but use the game for reviewing. Because the Seppo game that was

designed for this research was played by many groups with different students, it was impossible to design the game so that it would include vocabulary and grammatical forms that the students had learned recently. This was observable in the students' responses at times. For example, some of the groups did not use the compass points North, South, East and West even though the terms were given in the instructions. In a more authentic situation, these terms could have been reviewed before the game. Teacher 3, who also teaches Swedish, stated that if the same tasks would have been done in Swedish, some revision before the game would have been necessary.

Teacher 2 predicted that for her students, an ideal time to play the game would be a Friday afternoon, when focusing on more traditional class work is usually difficult for students.

Teacher 3 agreed with teacher 1 on that the game is a good tool for reviewing content that has already been introduced to the students. In addition, Teacher 3 said that a game would also be good 'introduction' for a new unit.

All teachers stated that playing Seppo would be a good way to review content that would have been introduced by using other methods. All teachers also agreed on that Seppo should not be played during every class, but that the occasion should be carefully selected. As indicated in the literary review of the present study, this view is supported by the theory of gamification (See Kapp: 2012). Gamification should not be seen as a solution to every problem and if used excessively, it will lose its power (Kapp: 2012, p. 14).

4.6.4. Did you observe an increase or a decrease in the students' levels of motivation when playing Seppo?

Teacher 1 started by saying that she had been on a leave for most of the semester and did not know this group of students very well. However, she observed that some students that usually do not perform well in class were better able to show their language skills in the game than during a regular class. Even though the EFL-textbooks include communicative exercises, these students usually seem unwilling to do them. She hypothesized that these students benefited especially from the action and physical movement that the game provided. In addition, Teacher 1 observed that one of the students who does not seem motivated at all during a regular class

quickly became the leader of her team when playing Seppo. Teacher 1 assumed that the clear goals that the game included were the reason behind this behaviour.

Teacher 1 also said that the students' use of L2 sounded more "natural" when they were playing the game. Teacher 1 observed a decrease in motivation in some students that usually seem motivated to take part in class work, but she assumed that the students' own smartphones were the main reason behind this, as it was easy to use them during the game when the students were not constantly observed by a teacher. Teacher 1 stated that she was quite astonished by that the students were on their phones during the Seppo session even though the tasks were engaging and they were allowed to use the tablet which they needed to participate in the game. Teacher 1 considered this behaviour to be connected to a much larger phenomenon concerning smartphones. In contemporary societies, it is observable that people are very attached to their personal devices and find it difficult not to check them constantly. In addition, the rules of the game encouraged the students not to be on their phones during the session.

Teacher 2 mentioned that most of the students in her class had very good skills in English. One of her students had gone to an English speaking elementary school and this particular student quickly became the leader of her group. Teacher 2 assumed that this student was responsible for most of the content that the group produced. Teacher 2 reflected that the groups should be carefully selected so that the power structures in each group would be such that everyone participates equally. As mentioned in earlier in this text, all the teachers were responsible of forming the groups for the Seppo session. Teacher 2 had chosen to form the groups by telling the students to work with the peers that were sitting closest to them in the classroom.

Teacher 2 stated that she was very impressed by one of the groups who had excelled in team work during the session. The group had written the text for the Instagram post collaboratively and encouraged each other to focus on the task at hand. Teacher 2 observed that quite few of the groups worked well together, while most of the groups would have some members work more than others. One of the groups had even divided the tasks so that not everyone would have to participate in all the tasks, even though this was against the rules of the game and resulted in a loss of points. Teacher 2 stated that the students of this group probably had not read the instructions for the tasks very carefully and if the students had been more familiar with the game, they probably would have realized that they were supposed to submit all the tasks as a group.

Teacher 2 described the engagement of a particularly competitive student who would have wanted to see all teams' submissions and the points given for each task at the end of the session to be sure of that the competition was fair. However, this competitive student, whose level of motivation seemed to increase because of the game, was in a team with two other students who did not at all enjoy the competitive aspect of the game. Teacher 2 assumed that it was not only the competition but also the task that required being in front of the camera that put these students off. Furthermore, the competitive student did not seem inclined to invest on group work but was more focused on their individual performance.

Teacher 3 stated that it is clear that competition is not everyone's cup of tea. She observed that some of her students simply dislike the idea of comparing their work with that of others and find that competition is very stressful. When teacher 3 uses Seppo in her classes, she usually does not emphasize or encourage the competition aspect of the game at all, and she was not too strict or consistent when assessing the tasks. However, Teacher 3 thought that getting points for the tasks gives the game a structure and clear goals, and that one of the good and possibly also motivating aspects of the game is that the students know what they are expected to do.

Teacher 3 said that she was quite aware of how much her students played on their free time and that she did not observe a remarkable change in the level of motivation or engagement of these students during the Seppo session. In addition, Teacher 3 said that her students probably would have been more motivated by the game if a prize of some kind would have been promised to the winners. Teacher 3 said that both of the groups that played the Seppo game that was designed for this research were very active groups in general and usually took an active role in the learning process. Both of the groups taught by Teacher 3 had also played Seppo many times before and were used to that the daily activities in their L2 classes were versatile and student-centered. Also, Teacher 3 suggested that the students could have been encouraged to use the L2 throughout the whole session in their group work by giving extra points to the groups who communicated only in English. The instructions for the game that was used in the present study did not include such incentive, and most groups spoke Finnish while working together. Because the teachers were observing the players, it would have been possible to oversee which language the students were using when working together and reward extra points for those who spoke English.

Teacher 3 concluded that she did not observe an increased level of motivation in her students while they were playing Seppo. According to Teacher 3, the main reason behind this is that Seppo is used in her classes quite often and the students are used to it.

To summarize, according to the teachers' observations quite few individual students were clearly more motivated than they are during a regular class. This observation is in line with the results of the student questionnaire. The teachers assumed that the reasons behind the increased level of motivation of some students were the competitive character of the students, the active nature of the tasks and the clear goals and structure provided by the game. Some students, on the other hand, seemed less motivated than usual. According to the teachers, a probable reason behind this is that the students do not enjoy competition in general. Teacher 1 emphasized the role of the students' own smartphones as the reason behind their lack of engagement. The teachers observed both good and bad teamwork during the game, and suggested that the game is likely more motivating for those students who enjoy group work in general. In addition, the students that quickly assumed a leader role in their group seemed quite motivated to play the game. Overall, the general level of excitement was higher with the groups taught by teachers 1 and 2, because their students had not played Seppo before during their English classes. Thus, the charm of novelty was likely the main cause for the increased level of interest.

4.6.5. What kinds of learners seem to benefit most from the gamification of teaching?

Teacher 1 did not take a stand on this questions explicitly, but mostly talked about other things that are included above as they were more connected to the other interview questions.

Teacher 2 said that the game was obviously motivating for competitive students, even though the game was not serious. Teacher 2 observed two types of competitive students; the ones that seemed to be motivated by the game regardless of how their group was performing in the game, and the ones who seemed to be motivated by the game only if they were performing well in the game. Hence, a competitive student is not necessarily motivated by all competition, but the type of the game and their individual performance in the game have an impact on the gamification experience.

Teacher 2 also expressed that teachers must consider those students who do not enjoy competing and make sure that the learning environment does not become overly competitive.

The students should feel safe in the classroom, and Teacher 2 stated that she had strict rules in the classroom what it came to peaceful working environment and respecting other learners. In her classroom, she was the only one that was allowed to comment on students' pronunciation, for example. In an L2 classroom it is vital that the students have the courage to make mistakes and learn from them.

Teacher 2 concluded the interview by saying that it is impossible to please everyone with one particular teaching method because all students are individuals and prefer different ways of doing things. Learning is not always fun, nor it should be.

Teacher 3 stated that gamification is likely to support the learning of students who are very competitive, while it does not support the learning of students who do not seem to enjoy competition. Also, teacher 3 said that Seppo, when played in teams, can also positively affect the learning experience of those students who enjoy working in a group.

4.6.6. Other remarks by the teachers

Teacher 2 observed that the students would have wanted to see the tasks that they had submitted at the end of the game. If the tasks would have been reviewed by the whole group at the end of the session, and the players would have been aware of this before starting the game, it is possible that they would have paid even more attention to the quality of their work. Hence, doing this could also have increased the students' motivation and engagement. In addition, the students could have gotten feedback from the whole group. According to Teacher 2, the class would have been particularly interested in seeing the Instagram-post tasks. Reviewing the tasks would have been relatively easy to carry out, but unfortunately it was impossible to do this during a 45-minute class. While reviewing each teams' tasks could have worked well with this group, one should be sensitive to the students' wishes. It is possible that not every student wanted that the whole class could see them delivering a weather forecast on camera, speaking a foreign language. So while reviewing the tasks together after the game could motivate some students (most likely the confident ones), it could be an unattractive activity for others.

Teacher 3 believed that the students put more effort in doing the tasks than they would have done if there was no competition and the answers would not have been recorded and assessed. She stated that even if the students would indicate in the questionnaire that the game had no

effect on their level of motivation, they would put much more effort on the tasks solely because they would be viewed and assessed by someone. Hence, in Teacher 3's view, the students did put more effort into completing the tasks than they would have if they would have been doing communicative exercises of their workbook without having to produce anything.

Teacher 3 said that many of her students genuinely enjoyed working with EFL books and especially doing grammar translation exercises. This was also supported by the students' questionnaire responses, as some students indicated that they prefer 'normal' or 'regular' classwork over Seppo. For some of these learners who like traditional school work, speaking a foreign language is challenging and requires them to exit their comfort zone. According to Teacher 3, when learning a L2, a student should also practice their skills in spoken language and try to do things that they do not yet master. Her view is also supported by the *Finnish National Core Curriculum for Basic Education 2014*. On the other hand, Teacher 3 was also aware of that some of her students found that studying a foreign language was quite off-putting because of the unit structure encouraged by EFL-textbooks that relies on introducing a text, vocabulary and grammar in fragmented sections. Using Seppo in her classes is one way how Teacher 3 is attempting to keep her teaching methods versatile. In addition, Teacher 3 sometimes replaces or complements the EFL book materials with authentic ones.

5. Theoretical and pedagogical implications

5.1. Seppo - a step towards TELL

In their book *Technology Enhanced Language Learning: Connecting Theory and Practice* (2013) Walker and White proposed a movement away from CALL (computer assisted language learning) to TELL (technology enhanced language learning). In TELL, digital tools that are used for language learning are seen as a natural part of the classroom environment, rather than something extra. According to Walker and White (2013), reaching TELL entails that teachers should feel comfortable using various digital tools in the classroom. Because of the rapid advancements in the field of technology during the recent years, it has been close to impossible for teachers and education professionals to keep up with it, and this has led to negative attitudes among teachers (Blake: 2013, p. 14). The results of this study show a positive change in the teachers' attitudes. In addition, the Seppo platform seems to be a step towards normalizing the role of technology in the L2 classrooms. The platform and tablets for the students were available resources for all of the teachers.

Using the Seppo platform to design the game for the present study was fairly easy and unproblematic. I am not an expert in ICT and have a very limited knowledge of how most digital tools that are used in the classroom work, but I was able to design and assess a game using Seppo. The platform is an example of an authoring tool that allows teachers to create teaching materials and environments without investing much time in learning to use the tool. Thus, we can conclude that Seppo is a step towards TELL. This is also supported by the comments made by Teacher 3, who described that she used Seppo frequently for various purposes and not only for gamification of teaching. Using an online platform for assessment is one example of how digital tools become normalized in the L2 classroom. Also her students viewed Seppo as a normal part of daily classroom activities.

All teachers who were interviewed for this study expressed a positive attitude towards using the Seppo platform in the future. Hence, teachers' resistance to digitalization described by Blake (2013, p. 14) seems not to be a concern in the case of these teachers. All three teachers seemed to think that they would be capable to design a game using Seppo and did not seem anxious about using the platform. Teacher 1, however, was worried about how much time the game design process would take. The simplicity of the platform, however, makes it quite easy

to get started, as stated above. Teacher 3 mentioned that designing games becomes quicker once it becomes a routine. In addition, teachers can search for suitable games in the Seppo library. The games are reusable and have no physical form that should be reproduced for every occasion, so teachers could actually save time in the long run.

5.2. Motivation and gamification

In his book *Digital game-based learning* (2007), Prensky argues in multiple occasions that games give us motivation (p. 106 & 144). The motivational effect of games is also proposed by Kapp (2012, p. xxii). However, in the present study, only 39% of the students thought that playing Seppo increased their level of motivation. It is of course possible that the game failed to motivate the students because it was poorly designed, but it can be argued that the game included all components listed by Prensky (2007, p. 119), and all the tasks supported the learning objectives listed in the *Finnish Core Curriculum for Basic Education 2014* in some way. However, as suggested by Teacher 2, teachers should know the students that they design games for, which was not the case in this study. In addition, the themes and content of the tasks were perhaps not very closely related to the course themes of the student groups, and this might have affected the gamification experience of some students. Hence, according to the results of this study, merely playing a game is not motivating in itself. The theme, content, and occasion of the game have a strong impact on how motivating, meaningful and engaging a game is for the players. However, even if I did know the students and would have been aware of every students' individual language skills and personal preferences, designing a game that works for everyone would have been very difficult in that case as well. It is impossible to please everyone, and making individual games for each student would have been unrealistic, not to mention that in that case the game would have lacked its collaborative aspect.

One of the reasons behind that most students reported no change in their level of motivation can be that the initial level of motivation was already high, as indicated by the Likert scale questions. Some of the students stated that they are always motivated by all class work during the English classes. Also, the students were very aware of that it is important to have sufficient skills in English in the future, wanted to be able to communicate with the rest of the world and follow English media. It would be very hard to top these intrinsic motivators with some points and badges. While this finding is interesting and even pleasing from the point of view of an English teacher, it did not serve to observe changes in the perceived motivation very well. As

mentioned earlier, it would be interesting to conduct a similar study in a Swedish, where the initial level of motivation would likely be lower. This might result in a bigger change in the perceived level of motivation of the students.

5.3. Motivation and competition

As mentioned earlier in the present study, the teachers who were interviewed for this study thought that the clear structure and goals that the game entails are more valuable than the competitive aspect of it. Both the teachers and those students who found the game motivating thought that the tasks of the game were engaging and creative, and this was perhaps also seen as more important than the stimulated competition between the teams. Working in teams was also often mentioned as a motivating aspect. However, some students did indicate that they found the game motivating precisely because of the competition it stimulated. Also the time pressure was mentioned as a motivating factor. It is possible that the competitive aspect of the game could have been emphasized by a more enthusiastic and spurring presentation of the game at the start of the sessions, or as suggested by Teacher 3, by promising a prize of some kind for the winner group.

As indicated by both students and teachers, some students did not enjoy the competitive aspect of the game at all. In regard to this, it was perhaps better that the competitive aspect of the game was not emphasized more in the introduction in the beginning of the sessions. It was, however, clear to all participants that they were taking part in a competition as explained in the background story as well as the goals and objectives of the game (See sections 3.2.2. and 3.2.3.). Teacher 3 stated that she tends to downplay the competitive aspect of the game when she uses Seppo for gamification of EFL instruction depending on which students she was working with. In sum, aspects other than competition seemed more important in making the game motivating.

5.4. Gamification and flow

According to Kapp, it is nearly impossible to design games that would certainly provide a flow experience, but while the game designer cannot guarantee that the players will reach a flow state, the designer can create environments in which a flow state potentially can occur (Kapp: 2012, p. 71). In “Ultimate English Race 2.0.”, it was possible that some of the students could enter a flow-state if the tasks posed an optimal degree of challenge for them. It is, however,

impossible to tell based on the students' comments if they reached flow or not: simply stating that the game was fun and exciting does not guarantee that flow occurred. Nevertheless, the students were engaged in an activity that had clear objectives and rules, and therefore it is possible that flow could have occurred (See Csikszentmihalyi: 2014).

Some of the students that reported that the game decreased their level of motivation commented that the game was too difficult. As described by Csikszentmihalyi (2014), under such circumstances the students might get overly anxious and give up. That they found the game difficult was likely the main reason behind why they found the game unmotivating, even though not all of them specified if it was the tasks or the game platform that caused the difficulty. In order to reach flow, the students should feel that they are competent enough to do well in the game, and this surely was not the case for those students who thought that the game was difficult. However, the proportion of the students who reported that the tasks were too difficult was quite small, and the teachers did not seem to think that the tasks were too difficult. Overall, there were more positive comments about the tasks than there were negative comments.

Some of the students that reported an unchanged or decreased level of motivation wrote that they thought that either the game or the tasks were boring. Because all of the groups were quite good at English, it is not surprising that some students did not think that the tasks were challenging enough. In this case it is also quite impossible to reach flow, as the activity did not pose an optimal level of challenge for these students.

Again, Teacher 2's comment of that it would be important to know the students before designing games for them seems to apply. The Seppo platform offers a feature of differentiation, which means that there can be two sets of tasks within the same game, typically one that is easier and another that is more difficult, and the students can choose themselves which set of tasks they want to submit. This, however, entails that designing games becomes a bit more time consuming for teachers.

5.5. Games, free time and gender

According to the *Finnish National Core Curriculum for Basic Education 2014*, gender equality should be strengthened in L2 instruction by “providing information about language learning opportunities that appeal to different types of pupils, by encouraging pupils to make decisions

based on genuine interest regardless of gender, by discussing a diverse range of topics in the instruction, and by using varying and functional working methods” (Finnish National Board of Education: 2016, p. 374). In the present study, most of the students (79%) reported that they play games on their free time. According to the results, male students play more than female students, but male students and female students play same kinds of games. Both male and female respondents stated that they play various kinds of games; video games, computer games, sports and more traditional games such as cards and board games. Of the students that identified as something other than male or female, 100% reported that they played on their free time, mentioning the mostly the same games as male and female respondents did. Hence, using games in L2 instruction does not seem to favor any gender.

In his book *Digital game-based learning* (2007), Prensky mentions that social scientists have long observed that generally boys prefer competition, while girls prefer relationships (p. 140). Prensky evaluates this notion in the light of computer games specifically, and questions the validity of this gender divide in present-day societies (Prensky: 2007, p. 140-142). In the present study there seems to be a division between boys and girls. However, as mentioned earlier, all genders played same kinds of games, and the majority of all students do play games in their free time. The percentage of girls that reported that they played in their free time (66%) was much lower than that of boys (93%). While more boys than girls indicated that they played games on their free time, more girls than boys reported that they found playing Seppo motivating (49% vs 32%). In addition, based on the teacher interviews, the students that play a lot on their free time did not seem more motivated by Seppo than others.

In the comments of the students that found the game motivating, more girls than boys named the group work aspect of the game as a motivating factor. On the other hand, boys named the competitive aspect of the game more frequently than girls did. However, there were some exceptions to this trend. For example, the following comment was written by a female respondent: “the game was motivating because it was nice to move and compete and do group work”.

5.7. When, how, and how much?

Games like Seppo should not be used excessively, and the learning environment should not become too competitive or stressful. This is something that all teachers seemed to agree on, and the statement is also supported by gamification handbooks such as Kapp (2012) and Prensky (2007). Coming back to Kapp's definition of 'gamification' as "a careful and considered application of game thinking to solving problems and encouraging learning using the elements that are appropriate" (Kapp: 2012, p. 15-16), the question of when is very relevant when aiming for successful and motivating gamification. Based on the teacher interviews, Seppo would be most useful when reviewing the contents of a EFL book unit, or when introducing a new theme. In addition, Seppo platform can be used for assessment, but in this case the gamification aspect of it is not really relevant. A teacher who is familiar with their group of students and their learning objectives is undeniably the best person to decide when Seppo should be used. Gamification should not, however, be seen as a panacea and be applied to every single learning event (Kapp: 2012, p. 14). Using games like Seppo excessively would most likely lead to that the game would ultimately become trivialized and non-impactful (Kapp: 2012, p. 14).

The teachers' competency in their work is crucial when choosing "elements that are appropriate" for games (Kapp: 2012, p. 15-16). Therefore, the game designer should be informed by SLA theories when designing games for L2 instruction. In addition, as emphasized by especially Teacher 2 in the interviews: the game designer, or the one who chooses games for learning events, should know the students that they are doing this for. Something that works with one group of students may not work with another because all groups and individual learners are different.

The clear structure, goals and rules of the game are more important, and possibly have a bigger impact on how motivating the game is perceived to be, than the competitive aspect of it. This notion is supported by the results of this study. Hence, a game should include all elements listed by Prensky (2007, p. 119): rules, goals and objectives, outcomes and feedback, conflict /competition/challenge/opposition, interaction and representation of a story. Simply making something into a competition is unlikely to produce the positive effects of gamification. The incorporation of the different elements create structure for the game and for the lesson as a whole.

According to the *Finnish National Core Curriculum for Basic Education 2014*, versatile teaching methods should be used to reach the learning objectives listed in the curriculum. A wide range of learning environments, communication channels and devices should be used in the instruction to make the students' language use appropriate, natural and meaningful (Finnish National Board of Education: 2016, p. 377). The refreshing effect of a change in teaching methods was also mentioned in the comments of the students. Seppo is certainly a suitable tool for attempting to build versatile learning environments for the students, in which the use of L2 can feel meaningful. Only the game designer's creativity is the limit. In addition, being a digital game, Seppo supports the development of the students' ICT competence, which is one of the transversal competence areas of the core curriculum (Finnish National Board of Education: 2016, p. 24). Even if playing Seppo does not result in higher level of motivation, it does have many features that can be used make the L2 classroom more versatile.

5.8. Limitations of the present study

The major limitation of this study is that motivation is something that cannot be physically observed. Therefore, the results are entirely based on what the students perceived that their motivation was like when playing Seppo and on the teachers' impressions of the students' level of motivation during the sessions. It is also very problematic to test for flow experiences, as pointed out by Kapp (2012, p. 71).

Another issue are the contradictory results of the questionnaire. This was mostly caused by the poor design of the questionnaire questions. In the third question of the questionnaire, the students were asked to mark their level of motivation during the class when they played Seppo. The question was not asking how playing Seppo affected the students' perceived motivation, but rather how motivated they were during that class overall. Therefore, the students could have felt that they were motivated respective unmotivated for any number of reasons. Because most of the students' answers to the Likert scale questions were not in line with their answers to the following open ended questions, which more specifically asked if playing Seppo caused an increase in the students' level of motivation, the analysis in the present study was focused on the answers on the open-ended questions. However, an overview of the results of the Likert-scale questions is included.

In addition, the game that was designed for this study and that was played by all participants was not meaningful for the students in a sense, because the theme and tasks of the game had little to do with what the students had been doing in class lately. Playing the game might have seemed a bit random and not in line with the learning objectives that had been set by the teacher or EFL book unit. Games should be designed so that they match the groups' learning objectives and gives them a chance to practice the skills that they are expected to learn under a certain period of time. However, given the limited time that was available for conducting this study, it would have been unrealistic to design different games for each group. I also did not know the individual students before designing the game. In addition, using the same tasks and the same procedure with every group made the research results comparable.

Furthermore, one of the teachers that was interviewed for this study told that she was actually not very familiar with her students because she had been on a leave for most of the school year. The purpose of having the teachers observe their students was that they, knowing their students quite well at this part of the school year, would be able to spot the differences in the students' level of motivation and engagement, if there was any. Knowing the students as individual learners was therefore crucial for this study, and that one of the teachers felt that she did not know her students very well was a limitation for this study. Overall I am not sure if the teachers properly understood the aim of this study, as the school world is very hectic and I did not have much time to prepare them for the sessions. At times they did not explicitly answer to the interview questions, and their observations were sometimes quite vague. It is also possible that the interview questions were ambiguous and therefore hard to respond to.

Also, not all of the features of the Seppo platform were used for this game. As mentioned earlier, it would have been possible to differentiate and create two sets of tasks so that the students could choose either an easier or a more difficult option. This could have resulted in an increase in motivation of those students who thought that the tasks were too difficult or too easy, although the proportion of these students was relatively small. Another feature of the game that was not used here were flash exercises. They are tasks that do not appear on the game board map (See *Figure 1*) at the start of the game as pink spots, but are activated later on in the game, when the teacher decides that the moment is right. Once a flash exercise is activated, it will appear on the students' screens, and they have to answer this question before they can move on. As the flash exercises can take the students by surprise, they could potentially have increased the excitement and engagement provided by the game. The features mentioned above

were not used in this study because of the limited time that was available for carrying out the study.

Lastly, as mentioned earlier, each teacher got to decide how to divide the teams at the start of each session. The quality of the group work seemed to be an important factor in determining whether or not the students found the game motivating, so this definitely had an impact on the results. As mentioned earlier, two of the teachers decided to form the groups so that they asked the students to work with the peers that were sitting closest to them at the start of the session, while one of the teachers had decided on the groups beforehand. However, also the teacher who had divided the groups before the session said that she had done this quite randomly. To make the conditions for each session as similar as possible, it would have been better if all teachers would have used the same method when making the teams.

5.9. Further research

A suggestion for further research is to do a similar study using the same age group as participants, but test the game's perceived effect on the students' perceived motivation during a Swedish class. As mentioned earlier in this text, Swedish is Finland's second national language and therefore studied by all Finnish speaking students in comprehensive school. Based on my limited teaching experience in both languages, I would hypothesize that the students' initial level of motivation towards studying Swedish is somewhat lower than it is towards studying English. A common reason behind this is that students do not see the language as useful as English is, and they have limited opportunities to use the language in authentic situations. English, however, is seen as a necessity on the job market because of its status as the *lingua franca* of the modern world.

As hypothesized earlier in this text, one of the reasons behind that most students did not report that there was an increase in their perceived level of motivation towards studying English because of English might have, at least in part, a consequence of that the students' level of motivation was very high to start with. Hence, if the initial level of motivation towards a Swedish class would be generally lower, it is a possible that a bigger change could be observed in the students' perceived level of motivation. If the level of motivation is initially low, there is a need for extrinsic motivators which can be provided by games.

Simply asking the students how motivated they are to study Swedish and comparing the results with how motivated they are to study English would be interesting. I believe that the students would also be more than willing to give reasons behind these perceived levels of motivation. Furthermore, testing if a bigger change in the students' level of motivation would take place if the game was played in Swedish would help to determine if the initial level of motivation indeed has an effect on how motivating the students find the game to be.

Another suggestion for further research would be to use the game for L2 instruction for a longer period of time, and see if the students' perceived level of motivation steadily increase, decrease or stay the same. It is even possible that the perceived level of motivation is entirely depended on the students' mood. They might find the game motivating on a good day, but unmotivating if they happen to be tired or hungry during the time when the game is played.

Finally, a similar study could be conducted with younger learners as subjects. Because they would probably be less aware of the reasons that would make them intrinsically motivated to study English (understanding the language's global hegemony, its value on the job market, etc.) the need for extrinsic motivators might be greater.

6. Summary and final conclusions

The purpose of this study was to explore how gamification, or more specifically, the Seppo game suits to EFL instruction as well as how it affects the perceived motivation of Finnish 7th graders. As theoretical background for this study, the concepts of gamification and motivation are explored and their relevancy for L2 instruction is explained. The use of gamification in language teaching is encouraged in the *Finnish National Core Curriculum for Basic Education 2014*, so it was justified to do research on how it would affect the students' perceived levels of motivation. Gamification and digital games especially are a fairly recent development in the field of education, and therefore fruitful ground for research. The Seppo online platform, which is used as a representative example of a gamification tool in the present study, is also introduced and discussed in detail. Seppo was used to design the game for which was played by the 84 student participants of this study. A questionnaire completed by the students after they had played the game. Semi-structured interviews were conducted with three teachers after they had observed their students play the game. Both qualitative and quantitative methods were used to analyse the gathered data.

Although there were some apparent limitations to this study (See 5.7), the research questions were answered and it can be concluded that the Seppo platform is indeed suitable for designing games for EFL instruction. The authoring tool is relatively easy to use and does not require the teachers to invest much time and effort in learning to use the platform, given that they have basic ICT skills. Playing the game designed for this study did not result in a significant increase in the perceived level of motivation of the students, but most students (51%) reported that their level of motivation remained on the same level as it would have been during an English class where the game was not played. The second largest percentage, 39% reported that playing the game did increase their level of motivation, while 10% of the participants reported an increase in their level of motivation. A greater percentage of girls found the game motivating than boys, and after qualitative analysis it was concluded that using Seppo in L2 instruction does not seem to favor any gender.

Gamification handbooks such as Kapp (2012) and Prensky (2007) argue for the motivational effect of games, but the results of this study do not fully confirm with this notion. The Seppo game designed for this study failed to motivate the students to some degree and can not be said to have provided flow experiences, although this might have been the case with some students. These results might be explained by the limitations of this study, such as that the content of the

game was not directly related to the course objectives of the different groups. Also, that the students indicated that they were highly motivated to study English either way might have had an affect to that the students did not report a larger change in their level of motivation. Having said that, it should be mentioned that most of the students' comments were positive, and also the teachers seemed to see much potential in the Seppo platform as a tool for L2 teaching.

As background information, the students were asked how much they played in their free time and it was found that boys play more than girls (66% vs 93%). However, all genders play the same kinds of games, and digital as well as more traditional games were represented in the students' comments. In the comments it was also visible that girls liked the collaborative nature of Seppo somewhat more than boys did, while more boys mentioned the competitive aspect of the game as a motivating factor. However, there were exceptions to this trend. The students were also asked which task they enjoyed the most. The Instagram post was the most popular of the three tasks, while the radio commercial was the least popular. Lastly, the students were asked what motivated them to study English. This question was asked to find out if the students' motivation to study English was mainly intrinsic or extrinsic, but the evaluation of the responses was quite difficult because of the overlapping nature of the two types of motivation. However, the students seem to be very aware of the hegemony of English as the lingua franca of the contemporary world and its value in the labor market, and these factors were frequently mentioned as providers of motivation.

The discussion of the teachers' perceptions on Seppo and gamification of EFL instruction is based on the teacher interviews, which were conducted right after the Seppo sessions. Two of the three teachers observed two different groups play the game, while one of the teachers observed only one group. The teachers were instructed to observe the students and pay special attention to the apparent level of motivation and engagement of the students while they were playing the game. It was presumed that the teachers would be able to detect differences in the students' level of motivation as compared to how motivated the students seemed to be during the regular English classes.

The teachers observed that some students seemed more motivated and engaged than during the regular lessons, while others did not. These differences are explained by the individual preferences of the learners. For example, students who are very competitive seemed to enjoy the competitive aspect of the game, while some students found it rather unnecessary or were put off by it. In this respect the teachers' observations reflect the students' responses quite well.

All of the teachers had quite positive views of Seppo and gamification of EFL instruction, and all of them stated that they would likely use the game in the future.

The teachers' views of when and how the game should be used were in line with what was discussed in the theoretical background section (2.) of this study, mainly in that the game should not be used excessively and the content of the game should be relevant to the students' current course. The teachers did express some concern over how much time it would take to design a game, as well as that the game might quite soon lose its novelty value. Teacher 3, who had been using Seppo in her classes regularly, pointed out that the platform is also suitable for other purposes than gamification and also mentioned that she had had some technical difficulties regarding the quality of audio files that had been sent through the platform. All teachers agreed on that the clear structure and objectives provided by the game were more important factors in providing motivation than the competitive aspect of the game.

The theoretical and pedagogical implications of this study entail, among other things, that the Seppo platform, whether used for gamification or other purposes, is a representative example of movement from CALL (computer assisted language learning) towards TELL (technology enhanced language learning), the latter meaning that classroom technology is seen as a natural part of the classroom environment, rather than an additional feature. Since authoring tools such as Seppo make it relatively easy for teachers to use digital tools in the classroom, there is a chance that TELL will be achieved in the near future, if it has not already been achieved. Evidence of that this might be the case is visible in the students' comments such as "*Seppo is nothing new*" and "*It was just a normal class*".

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8. Appendix 1

Koulu: _____

Luokka: _____

Sukupuoli: _____

Osa 1: Ympyröi yksi luvuista asteikolla yhdestä viiteen.

- 1 = vahvasti eri mieltä
- 2 = jokseenkin eri mieltä
- 3 = en osaa sanoa
- 4 = jokseenkin samaa mieltä
- 5 = vahvasti samaa mieltä

A) Olen motivoitunut opiskelemaan englantia.

1 -- 2 -- 3 -- 4 -- 5

B) Olen motivoitunut opiskelemaan englantia koulussa englannin tunnilla.

1 -- 2 -- 3 -- 4 -- 5

C) Olin motivoitunut opiskelemaan englantia tunnilla, jonka aikana pelasimme SEPPO-peliä.

1 -- 2 -- 3 -- 4 -- 5

Osa 2: Vastaa seuraaviin kysymyksiin omin sanoin, mahdollisimman tarkasti.

A) Lisäsikö SEPPO-pelin pelaaminen motivaatiasi tuntityöskentelyä kohtaan? Miksi?

B) Vähensikö SEPPÖ-pelin pelaaminen motivaatiosi tuntiyoöskentelyä kohtaan? Miksi?

C) Mikä pelin tehtävistä oli mielestäsi paras? Miksi? (Vaihtoehdot: Weather forecast, Instagram post, Radio commercial)

D) Pelaatko vapaa-ajalla? Jos pelaat, niin mitä, ja kuinka usein? (esim. Fornitea, jalkapalloa, Playstationia, lautapelejä...)

E) Mikä sinua motivoi opiskelemaan englantia? (esim. Haluan hyvän arvosanan todistukseen, se että pystyy kommunikoimaan muiden kuin suomea puhuvien ihmisten kanssa, voi seurata englanninkielisiä medioita, yms.) Voit kirjoittaa montakin asiaa.
